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FORMATION OF PROFESSIONAL IDENTITY: ELEMENTARY TEACHERS WHO
TRANSITION TO UNIVERSITY-BASED TEACHER EDUCATION

by

Patricia L. Burgess

A Dissertation Submitted to the

Graduate School

In Partial Fulfillment of the

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2018

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TRANSITION TO UNIVERSITY-BASED TEACHER EDUCATION

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FORMATION OF PROFESSIONAL IDENTITY: ELEMENTARY
TEACHERS WHO TRANSITION TO UNIVERSITY-BASED
TEACHER EDUCATION

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Patricia L. Burgess

DEDICATION

This dissertation is dedicated to my parents, Elwood and Patricia Cooper, in acknowledgement of their steadfast love and never-ending support, and for the beliefs they have taught and demonstrated that have also become an anchor in my life. And to my mother-in-law, Donna Hess, an educator who truly exemplifies being a lifelong learner. And to my best friend and husband, Kevin, who deserves a medal for walking beside me, always believing that I would complete the dissertation. I am grateful for his humor and assistance that kept me motivated and encouraged through the dissertation process.

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Formation of Professional Identity: Elementary Teachers who Transition
to University-Based Teacher Education

Abstract

by Patricia L. Burgess

University of the Pacific
2018

This qualitative study inquired into the ways university-based teacher educators who taught in elementary grades had come to understand and describe their professional identity within the context of higher education. Additionally, the study explored their personal motives in becoming a teacher educator and the challenges and received support as they transitioned into higher education. Further, it investigated how their previous teaching experiences and identity were relevant to their new roles and identity as university-based teacher educators, and how they have come to understand their beliefs about teaching and learning within the context of higher education.

This study followed a qualitative, narrative research design which explored the beginning experiences of four teacher educators who contributed data through standardized open-ended interviews and focused journal entries. As the respondents transitioned from their K-12 experiences into doctoral studies and teaching at the university, they were impacted by *opportunities, challenges, support, and a shifting identity*, the major themes of this study. The respondents used their teaching experiences,

teaching philosophy, and aspects of their K-12 pedagogical practices to navigate their new roles and responsibilities as teacher educator.

The results of the study's analysis demonstrated the importance of providing more explicit training and mentoring for new university-based teacher educators in order to gain a deeper understanding of their roles and responsibilities in higher education. With that added layer of support, they would have more opportunity to acclimate and develop professionally within the university context.

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LIST OF ABBREVIATIONS

ABD	All But Dissertation
APE	Adaptive Physical Education
BTSA	Beginning Teacher Support and Assessment
ELD	English Language Development
EDD	Doctor of Education
ELL	English Language Learners
IEP	Individualized Education Program
MA	Master of Arts
PHD	Doctor of Philosophy
PDS	Professional Development School
PLS	Professional Learning School
R1	Highest Research Activity
RPT	Reappointment Promotion Tenure
RRC	Reading Recovery
SUP	School-University Partnership
TE	Teacher Education
TPA	Teaching Performance Assessment

Chapter 1: Introduction

When classroom teachers transition from the public kindergarten through grade twelve (K-12) educational system to a career as professor of education in a teacher preparation program, they take on significantly different academic roles. Where once they held K-12 teaching expertise, they shift into holding an emerging expertise in teacher preparation and education. Teachers who aspire to become university-based teacher educators must learn the roles and responsibilities associated with working in an institution of higher learning and develop a different pedagogy of knowledge and skills for teaching adult learners.

Teaching responsibilities for higher education faculty include teaching undergraduate, graduate, or teacher credential courses; these last require a complete understanding of credentialing and accreditation policies and laws. Moreover, teaching in higher education requires different teaching skills from those that best serve an elementary teaching career. Loughran (2007) explained that being a university-based teacher educator requires an in-depth understanding of teaching, something more than being a good school teacher. The educator must be able to “theorize practice so that one may be able to articulate the what, how, and, why of teaching through the various experiences of teaching and learning about teaching” (p. 14).

University-based teacher educators are required to continue their professional development (Fransson, van Lakerveld, & Rohtma, 2009; Livingston, McCall, &

Morgado, 2009; Snoek & Zogla, 2009). This professional development is considerably different from the professional development activities for teachers in K-12. In addition, most teachers who come from a K-12 background have had limited choice in how they can engage in their professional development, which is usually stipulated by the school district and the school site in which they work.

University-based teacher educators are also expected to participate in scholarly activities that strengthen professional practice in multiple ways: (a) through the reading of research-based journals to inform them of recent developments in their field (Livingston et al., 2009); (b) through university service (e.g., being active members on multiple committees); (c) through the development of research competencies that provide opportunity for publication of research, an important component for advancement and tenure within higher education (Morberg & Eisenschmidt, 2009; Murray & Male, 2005); (d) through presenting their research findings at conferences; and (e) through networking among the collegiate community with the purpose of communicating and sharing knowledge (Fransson et al., 2009).

Conferences can be a springboard for professional relationships and research. For example, Ramirez, Allison-Roan, Peterson, and Elliot-Johns (2012) reported that they initially met at the American Educational Research Association's annual meeting in San Diego, where they discussed their self-study interests. Furthermore, these new teacher educators from the United States and Canada wrote that it was through networking at the conference and subsequent online communication that they were able to conduct a self-study to "explore their practice and new roles as teacher educators in new contexts" (p. 109). Lunenberg and Hamilton (2008) also reported that they met at an international

conference and discovered mutual research interests in teacher education, which they developed into an intellectual relationship that led to joint research and publication. These examples demonstrate the ways in which teacher educators build collegial community globally to promote scholarly discourse and professional development.

A common perception is that teachers who work in elementary or secondary schools have background experiences and knowledge that will adequately prepare them for teaching in higher education (McDonough & Brandenburg, 2012; McKeon & Harrison, 2010; Patrizio, Ballock, & McNary, 2011; Ritter, 2007, 2009; Viczeko & Wright, 2010; Williams, Ritter, & Bullock, 2012; Wood & Borg, 2010). Studies indicate that in spite of how experienced a school teacher's professional background is, he or she may not always be fully prepared to transition into the new roles and responsibilities as university-based teacher educators (Grierson, 2010; Ritter, 2007, 2009; Williams et al., 2012). Consequently, that lack of formal preparation or professional support thrusts beginning university-based teacher educators into an unfamiliar complex environment in which they feel unprepared to teach (Cochran-Smith, 2003; Dinkleman, Margolis, & Sikkenga, 2006a; Grierson, 2010; Loughran, 2014; Ritter, 2007; van Velzen, van der Klink, Swennen, & Yaffe, 2010; Zeichner, 2005). Thus, as they move from school to the university, they often experience angst and frustration that can cause a sense of stress and a lack of confidence as they navigate this new terrain.

Researchers have suggested that beginning teacher educators are experiencing a new paradigm where the "expert becomes novice," as they begin teaching at the university level (Berliner, 1986; McKeon & Harrison, 2010; Murray & Male, 2005; Pinnegar, 1995; Ritter, 2011; Swennen, Shagrir, & Cooper, 2009). As experts in teaching

at the K-12 level, they feel comfortable with the practice of teaching. Their professional learning and years of practical experience have helped to develop sustained knowledge and skill. Furthermore, during their tenure as a classroom teacher, “their understanding of teaching and learning [was] saturated by personal values, beliefs, and biographies” (Murray & Male, 2005, p. 126). Former public classroom teachers understand their roles and have developed professional identities as an educator. Many teachers feel comfortable within their teaching community and enjoy the confidence within the role of being an expert teacher.

In contrast, once public classroom teachers move into the realm of higher education, they become novices. Regardless of their expertise as school teachers, they must develop a new professional identity as university-based teacher educators and “acquire new knowledge and understanding of higher education teaching” (Murray & Male, 2005, p. 135). The work of beginning university-based teacher educators necessitates new ways of learning and teaching: modeling and communicating how to teach, understanding adult learning, and developing pedagogical knowledge that demonstrates how theory and practice complement one another. New university-based teacher educators also discover that their professional roles not only include teaching but supervision (Zeichner, 2005), mentoring (McDonough & Brandenburg, 2012), research, and professional responsibilities (Ducharme, 1993; Guilfoyle, 1995; Wood & Borg, 2010). In this study, the terms *novice*, *beginning*, and *new* will be used interchangeably to identify individuals who have recently transitioned into higher education.

Problem Statement

Research indicates that there is an expectation that university-based teacher

be excellent role models for teacher candidates, preparing them to teach students in a variety of capacities (Cochran-Smith, 2003; McKeon & Harrison, 2010; Swennen et al., 2009). They must demonstrate knowledge and skill in teaching a specific subject as well as demonstrating the pedagogical knowledge of how to teach at the university level (Murray & Male, 2005).

Based on the research of educational psychologist and teacher educator, Lee Shulman, teachers must have a deep understanding of subject matter that provides a foundation for pedagogical content knowledge. According to Shulman (1986), pedagogical content knowledge entails “demonstrating the ways of representing and formulating the subjects that make it comprehensible” (p. 9). However, in higher education, university-based teacher educators have dual roles of teaching. First, within their respective courses, they have a responsibility to demonstrate knowledge of the content and how to make it comprehensible for pre-service teachers by using “powerful analogies, illustrations, examples, explanations, demonstrations” (p. 9). Additionally, they must understand “the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of the taught topics and lessons” (p. 9). Pre-service students may have misconceptions based upon their educational experiences; therefore, university-based teacher educators must address those misconceptions by using necessary strategies to “reorganize the understanding of the learners” (p. 10).

Second, it is the responsibility of university-based teacher educators to develop, organize, and provide the necessary learning opportunities (discussion, modeling, teaching experiences, reflection) for pre-service students to develop pedagogical content knowledge in order to maximize the learning experiences of their prospective K-12

students. University-based teacher educators have dual roles: (a) to demonstrate and model pedagogical content knowledge, and (b) to teach pre-service teachers ways to develop their own pedagogical content knowledge.

Most university-based teacher educators enter higher education with teaching expertise within the K-12 public school system. They usually have significant pedagogical knowledge and expertise as well as many teaching skills (McKeon & Harrison, 2010). There is an assumption that beginning teacher educators from a K-12 teaching background will be able to transfer professional knowledge and teaching experience successfully into teacher education without any formal training (Dinkleman et al., 2006a; Ducharme, 1993; Gourlay, 2011; Jawitz, 2007; Patrizio et al., 2011; Williams et al., 2012). As a result, there is little formalized preparation for becoming a university-based teacher educator (Goodwin & Kosnik, 2013; Olsen & Buchanan, 2017; Williams, 2013). Furthermore, informal preparation varies greatly in the United States (Lunenberg & Hamilton, 2008). Teacher educators new to the university struggle with their professional identity and role identification (Dinkleman et al., 2006) as well as the challenge to develop pedagogical knowledge of teacher education (Goodwin, Smith, Souto-Manning, Cheruvu, Tan, Reed, & Taveras, 2014; Loughran, 2014; Williams et al., 2012).

Researchers have posited that new university-based teacher educators are a poorly understood occupational group (Murray, 2008; Wood & Borg, 2010). The process of how one “becomes” a teacher educator needs further examination (Ritter, 2007; Zeichner, 2005). Murray (2008) noted that more research is needed to explore the complex needs of new academics transitioning from K-12 schools to higher education, specifically ways

in which new academics experience their growth and development as a professional. Additionally, Ritter (2009) contended that it is unclear from existing literature how university-based teacher educators acquire competencies, (e.g., “content competencies, communicative and reflective competencies, organizational competencies, and pedagogical competencies”) necessary for their work in teacher education (p. 46).

A number of studies have described the reflections of beginning teacher educators as they transitioned from teaching K-12 to teaching in higher education (Ducharme, 1993; Guilfoyle, 1995; Murray, 2008; Murray & Male, 2005; Pinnegar, 1995). However, McAnulty and Cuenca (2014) claimed that little is known concerning the development of the identities of new university-based teacher educators. They found that because “the identities of teacher educators help shape their dispositions and commitment to certain norms within a teacher education program... identity development should be of critical concern” (p. 36). Moreover, Olsen and Buchanan (2017) noted that further research is needed to understand who are the new teacher educators, what are their motives for entering into higher education, and how are their identities formed.

Purpose of the Study

The purpose of this qualitative, narrative study was to inquire into the ways university-based teacher educators who taught in elementary grades before receiving their doctorate came to understand and describe their professional identity within higher education. Additionally, the study explored how the previous teaching experiences and identity of former elementary classroom teachers were relevant to their new roles and identities as university-based teacher educators. This study also investigated ways in which these new university-based teacher educators experienced challenges and received

support as they transitioned into a community of higher education. Finally, the study examined the ways these novice teacher educators had come to understand their beliefs about teaching and learning within that context.

Research Questions

The overarching question that guided the focus for the study was as follows: In what ways do university-based teacher educators, who once taught elementary grades before receiving their doctorate, understand and describe their professional identity as beginning university-based teacher educators? In order to gain a deeper understanding of the transitional change of teaching elementary to working in higher education, the following four sub-questions were posed:

1. In what ways do beginning university-based teacher educators, who were once elementary classroom teachers, identify their personal motives in becoming a teacher educator?
2. In what ways do beginning university-based teacher educators, who were once elementary classroom teachers, identify how their previous teaching experiences and teaching identity are relevant to their new roles and identity as university-based teacher educators?
3. In what ways do beginning university-based teacher educators, who were once elementary classroom teachers, identify the challenges and support they experienced while transitioning from teaching elementary grade students to working within the community of higher education?

4. In what ways do university-based teacher educators, who taught elementary grades prior to receiving their doctorate, come to understand their beliefs about teaching and learning within the context of higher education?

Significance of the Study

This study contributes to the body of scholarly knowledge by examining the perception and beliefs of California university-based teacher educators who once taught elementary grades with the purpose of understanding their professional identity during the beginning years of their careers as university-based teacher educators. Findings from the collected and analyzed data may contribute to a greater understanding of the transformation of professional identity and pedagogical knowledge of those university-based teacher educators. Conclusions from the study may inform new teacher educators of ways in which they can become involved in their department or university (e.g., find a mentor, establish a support group in which they can begin conducting research of their own practices). In addition, the study may provide ways for new teacher educators to reflect and understand their shifting professional identity and find ways to develop their pedagogy. Also, the conclusions may encourage the dean to think about the development of an induction program for new teacher educators. The research findings can also inform other researchers and promote discourse and engagement in further studies about new teacher educators and how they develop their professional pedagogy. The study also provides recommendations for elementary teachers who are earning their doctorate and may be interested in teaching in higher education.

Definitions of Terms

Pre-service teacher education

“Someone who has the stated goal of being a PK-12 teacher in the future and is actively engaged in a teacher education program or alternative certification program. This designation covers those who are just beginning a program through those who are student teaching but not yet employed as teachers” (Collins & O’Brien, 2003, p. 279).

Professional identity

“...the relatively stable and enduring constellation of attributes, beliefs, values, motives, and experiences in terms of which people define themselves in a professional role” (Ibarra, 1999, pp. 764-765.)

Teacher education

“Processes and structure that would enhance prospective teachers’ learning as professionals” (Cochran-Smith & Zeichner, 2005, p. 87).

Teacher educator

“An individual involved in the pre-service preparation and the continued in-service training of teachers” (Collins & O’Brien, 2003, p. 349).

Teaching

“Teaching can be defined as actions by which one person intends that another person learn a certain content of knowledge. Teaching occurs in everyday situations...but most teaching occurs in institutionalized settings with a predefined curriculum... In English, the study of teaching is called *pedagogy*; in many languages it is called *didactics*, and this discipline includes empirical as well as philosophical investigations” (Collins & O’Brien, 2003, p. 350).

Transition

“Transition... is the process of letting go of the way things used to be and then taking hold of the way they subsequently become” (Bridges, 2001, p. 2).

Summary and Organization of the Study

Chapter 1 presented an introduction to the study, the problem statement, the purpose of the study, research questions, the significance of the study, and key terms that will be used throughout this dissertation. Chapter 2 presents a review of the literature relevant to this study on the following topics: (a) Phases of transition and challenges from classroom teacher to beginning teacher educator, (b) Novice and expert, (c) Beliefs and, (d) Identity. Chapter 3 describes the methodology of the study. Chapter 4 presents the findings. Chapter 5 provides a summary of the study, a discussion of the research questions, conclusions, and recommendations.

Chapter 2: Review of the Literature

A review of the literature can provide historical background and develop a deep understanding of the topic to be studied that will “provide the basis for a better-designed study and enhance the possibility of obtaining significant results” (Roberts, 2010, p. 86). According to Creswell (2005), there are five steps in conducting a review of the literature: (a) identify key terms, (b) locate literature about a topic, (c) critically evaluate and select the literature for review, (d) organize the literature, and (e) write a review. The literature review of this study follows this model.

As cited earlier, researchers have reported that there is a prevailing assumption that new teacher educators with a K-12 background will be able to teach in teacher education without formal training. It appears that there is little formalized preparation for becoming a university-based teacher educator. As a result, many new university-based teacher educators enter into an unfamiliar, complex environment in which they feel ill-prepared to teach (Morberg & Eisenschmidt, 2009; Swennen et al., 2009). Although many new teacher educators begin their careers in K-12, that professional teacher background may not fully prepare them for their transition into higher education. Studies indicate that many struggle with their professional identity (Williams et al., 2012; Wood & Borg, 2012), role identification (McKeon & Harrison, 2010; Ritter, 2009; Viczeko & Wright, 2010; Williams et al., 2012; Wood & Borg, 2010), and lack of pedagogical knowledge of teacher education (Grierson, 2010; McKeon & Harrison, 2010; Ritter 2007, 2009; Viczeko & Wright, 2010; Williams et al., 2012).

Thus, the purpose of this study was to inquire into the ways university-based teacher educators have come to understand and describe their professional identity within the context of higher education. Additionally, the study investigated the motives in becoming a university-based-teacher educator and how previous teaching experience and identity were relevant to the new roles and identity of a teacher educator. Also, the inquiry identified the challenges and support experienced as these new educators transitioned into a community of higher education. The study examined the ways university-based teacher educators have come to understand their beliefs about teaching and learning within the context of higher education.

Structure of the Review of the Literature

This literature review explored the following focus areas: transition from classroom teacher to beginning teacher educator, the challenges associated with the transition into higher education, novice and expert teachers, beliefs, and identity.

The first section discusses the literature on the different phases of career transitions and addresses the challenges new university-based teacher educators experience during their transition from teaching in K-12 classrooms to working in higher education. Those challenges were identified as external and internal pressures that include isolation, institutional familiarity, time, lack of support, research, rethinking pedagogy, and shifting role identification. The information is organized according to the ways the specific external and internal pressures impact the specific tasks of new teacher educators: investigate personal biography, navigate social and institutional contexts, establish networks of community, and develop pedagogy of teacher education.

The second section explored the characteristics of novice and expert teachers. The third section investigated the construct of beliefs and teacher beliefs, and the last section examined the construct of identity and teacher educator identity.

Transition from Classroom Teacher to Beginning Teacher Educator

Most university-based teacher educators begin their careers in elementary and secondary school classrooms (Dinkleman et al., 2006a; Griffiths, Thompson, Hryniewicz, 2014; Olsen & Buchanan, 2017; Williams, 2013; Wood & Borg, 2010). They bring a vast wealth of knowledge, experience, and skill to university-based teacher education as they teach and supervise beginning teachers (Morberg & Eisenschmidt, 2009). However, the transition from teaching in a K-12 classroom to that of working in higher education appears to be a process which includes navigating a new and unfamiliar institutional context (Williams et al., 2012); understanding new roles and responsibilities (Dinkleman et al., 2006a; Loughran, 2014; McDonough & Brandenburg, 2012); developing pedagogy for adult learners (Dinkleman et al., 2006b; Murray & Male, 2005; Williams et al., 2012); acquiring a new sense of professional identity (Dinkleman et al., 2006a, 2006b; Murray & Male, 2005; Williams et al., 2012); and learning new social behaviors, traditions, and customs (Ibarra, 1999).

Changes of perceptions in life decisions. Individuals who transition into a new career found it necessary to reflect and negotiate their identity within the new situation. This process of transition requires a different way of thinking, learning new norms, and recreating a new professional identity (Ibarra, 1999).

William Bridges (2001), author of *The Way of Transition*, provided insight into the types of transitions and reasons why transitions occur during life. He posited that

transitions are opportunities where a person can grow, change course, change identity, and change focus. Furthermore, it is during transitions that decisions are made that can change the course of life. He described two kinds of transitions. First, a *reactive* transition occurs when there is an external change (e.g., a reaction to a change that is happening within our life). Second, a *developmental* transition is more of an inner awakening and is not caused by an external change. It can be a gradual or sudden realization that the status quo is no longer satisfying and there are different possibilities to consider.

According to Bridges (2001), some transitions result from changes that are made to obtain a particular outcome such as going to college or getting a new job. During the transition, there is a letting go that can cause a sense of loss, (e.g., separation from friends or parents or a feeling of abandonment). However, when going through the transition, we can gain new skill and knowledge, pursue new dreams, or explore new interests. Furthermore, transitions can also occur when we have accomplished something. The changes that result from the achievement may “necessitate not only a situational shift (a change) but an inner redefinition” (pp. 48-49). Sometimes the result may be expected or it may come as a surprise.

Finally, Bridges (2001) explained the importance of reflecting on our transitions. The story of a transition sheds light on our life history and path of development. However, these transitional stories need to be reflected upon and understood in order to “identify its significance as a turning point in [our] personal path” (p. 49).

Sloan (1986), as cited in Mezirow (1991), conducted a study of adults sharing their narratives about making significant life decisions. Sloan’s research found that

individuals may experience growth through their transitions by being committed to self-reflection and interaction. Sloan adapted Brammer and Abrego's (1981) stages of transition, pointing out that "each phase represents an aspect of decision making as well as coping" (Mezirow, 1991, p. 157). Sloan also explained that after a person commits to the decision to make the change, he or she experiences feelings of high and low as he or she realizes the decision has brought about significant change. The first phase is one of shock or surprise after we have committed ourselves to the change. These feelings include elation, shock, angst, self-doubt, or regret. According to Sloan, we work our way through the stages of transition and reflect on past experiences and relationships. Thus we negotiate the feelings of loss while mourning aspects of our life that were left behind in the transition. The person in transition continues to look for ways to find meaning in the new situation by reflecting on the circumstances that brought about the change. In this way, we reflect about the past and try to integrate our experiences and beliefs into the present situation. During the last step of integration, we plan and even imagine what the self can do or become through the interactions with others in the new environment. This final phase brings about a sense of rebirth as we look to the future in anticipation of new beginnings. Sloan's insight into the phases of transitions helps explain the ways individuals change and clarify their perceptions as they reflect upon this significant transition.

Career transitions: Adapting to new roles. Career transition means adapting to new roles when exploring the multi-layered aspects of career transitions (Ibarra, 1999). Other researchers have identified the need to adapt to new roles during career moves. Hees and Rottinghaus (2008) found that career transition for adults is a process that

occurs over time. “In order to embrace the new system and environment the person needs to understand the expectations regarding his or her new position and the culture of the environment, understanding the explicit and implicit norms and being aware that he or she is likely to feel marginalized initially” (p. 143). Since people experience a variety of issues related to their specific transition, Hees and Rottinghaus (2008) recommended that when beginning a new job, one must come to know the expectations of peers, supervisors, and the roles and responsibilities of the job.

Similarly, Ibarra (1999) stated that people who transition into new career roles adapt to their situation in two ways. First, the newcomers acquire the new skills needed to perform their job. Second, they adapt to the social norms and rules within the new environment. She posited that newcomers negotiated, adapted and worked toward “improv[ing] the fit between themselves and their work environment” (p. 765). Over time people adapt aspects of their identity (social roles, group membership, and character traits) to accommodate their new roles and responsibilities. Ibarra (1999) concluded that a person’s identity and accommodations to the new roles eventually interact and evolve into a new synthesis of role and self. In this way, the person assimilates into the roles and cultures of the new career.

Murray and Male (2005) stated that career transition is a process that requires time and change between the individual and the new working environment. Murray and Male (2005) cited Southworth (1995) who identified the terms “situational self” and “substantial self” when describing occupational transition. Southworth (1995) concluded that the situational self was developed through the context and interactions with others while the substantial self was formed through a “core of self-defining beliefs... formed

through general life experiences” (as cited by Murray and Male, p. 126). The career transition was complete in about three years when the “two aspects of self were closely aligned” (as cited by Murray and Male, p. 127). At this time, the new university-based teacher educator may have felt a sense of confidence and competence in fulfilling the position.

Lastly, Morberg and Eisenschmidt (2009) claimed two processes take place simultaneously when the beginning university-based teacher educator transitions into higher education. The first process is called “socialization within an organization” (p.105). In this phase the new academic develops as a member of the organization and becomes familiar with the expected norms of the university. The second phase is identified as “professional socialization” and it is a “learning process about teaching” (p. 105). During the first years as teacher educators, they develop, analyze, and reflect on their own practice. They come to understand who they are as teacher educators and begin to acclimate to teaching in higher education. Through the professional socialization, new academics come to understand how their “[pre-service] students learn and this provides opportunities to develop their teaching [pedagogy] and their own professional identities” (p. 105).

Transitions are opportunities to experience growth (Bridges, 2001; Sloan, 1986) and change identity and focus (Bridges, 2001). Bridges (2001) noted that transitions occur when there is a reaction to an external change or when one is developmentally ready for a change. Sloan (1986) identified different stages of transitions in which one initially experiences shock, elation, or self-doubt about the new change. The stages include reflection on past experiences and relationships, negotiation of possible feelings

of loss, and integration of past experience and beliefs into the present situation. The last stage looks to the future with anticipation. Hees and Rottinghaus (2008) and Ibarra (1999) identified ways to adapt to new roles within the transition by understanding the expectations regarding the new positions and adapting to the social norms and rules in an effort to accommodate to new roles and responsibilities. Murray and Male (2005) and Southworth (1995) explained that a transition is complete when the situational self that is developed through context and interaction with others is aligned with the substantial self, which is a person's core set of beliefs formed through life experiences. Morberg and Eisenschmitt (2009) observed that new teacher educators need to socialize within the organization and develop as members of the organization as well as develop professional socialization where they are learning about teaching and developing their own teaching styles.

Challenges of Beginning University-Based Teacher Educators

Many university-based teacher educators describe their transition into higher education as challenging (Dinkleman, Cuenca, Brandon, Elfer, Ritter, Powell, & Hawley, 2012; Gourlay, 2011; McDonough & Brandenburg, 2012; McKeon & Harrison, 2010; Patrizio et al., 2011; van Velzen et al., 2010; Williams, 2013; Williams et al., 2012). Teachers who work in K-12 classrooms have practical experiences delivering content. Many educators assume the skills used to teach in the classroom will naturally transfer into higher education, but studies indicate that experienced school teachers may not always be fully prepared for their new job as a university-based teacher educator (Dinkleman et al., 2006a; Grierson, 2010; Murray & Male, 2005; Viczeko & Wright, 2010; Wood & Borg, 2010). Research also indicates that beginning teacher educators

experience challenges in understanding their practice and establishing themselves in their new roles (Staniforth & Harland, 2003). They often feel like a novice regardless of their past experience as a K-12 teacher. Moreover, some teacher educators feel a sense of vulnerability and confusion (Pinnegar, 1995; Staniforth & Harland, 2003). Other beginning teacher educators indicate they are not sure how they fit in nor how things work at the university level (Staniforth & Harland, 2003). The following subsection identifies the challenges that new teacher educators experience as they take on roles and responsibilities in higher education.

External and Internal Pressures. Wood and Borg (2010) concluded that new university-based teacher educators experienced two phases of challenges during the transition process: external and internal pressures. As teacher educators transition from K-12 to academia, they experience external pressures from different stakeholders such as administration of the institution, expectations of faculty, student teachers, and cooperating teachers. Further, the policies, roles, and expectations of the university contribute to external pressures (Cochran-Smith, 2003). Other researchers have provided additional examples of external pressures such as demands on time and new pedagogies to learn (Dinkleman et al., 2006a, 2006b; Murray & Male, 2005). While new teacher educators navigate through external pressures, (e.g., unfamiliar working conditions, acquisition of new skills, and fulfillment of unfamiliar responsibilities and roles), they also deal simultaneously with internal pressures.

Internal pressures may not be seen, but they are deeply felt and experienced. New teacher educators work through conflicts between their values and beliefs and that of their institution (Pinnegar, 1995). In addition, they reflect on who they were as teachers

and their self-efficacy of who they are becoming as university-based teacher educators as they experience inner conflicts, self-doubt, and feelings of isolation. Wood and Borg (2010) noted that “Internal (aspects of personality, including coping mechanisms and personal resilience) and external (students’ evaluations, emergent research and changing support networks) factors... may impede the development of a new professional identity” (p. 26). New teacher educators must navigate through these external and internal challenges as they begin to assimilate into their roles and responsibilities in the university.

According to Williams et al. (2012), new university-based teacher educators experience challenges as they perform their roles and responsibilities when transitioning into higher education. In Table 1, the left column represents some of the roles and responsibilities that are performed by new teacher educators as identified by Williams et al. (2012). The right column represents the external and internal pressures experienced by new teacher educators as they perform their new roles and responsibilities during their transition into the academy.

Table 1. Overlay of Challenges with Roles of Teacher Educators

Roles of Teacher Educators	Challenges Associated with Roles of Teacher Educators
Investigate beliefs in personal biography	Shifting role identification
Navigate social and institutional contexts	Isolation Research Time Institutional familiarity
Create and establish community	Lack of Support
Develop pedagogy of teacher education	Rethinking pedagogy

Personal biography. As new teacher educators begin their work in higher education, part of their role is to examine their “past experiences as schoolteachers in relation to their new professional contexts and practice of university-based teacher educators” with the purpose of reflecting upon their beliefs and values they associate with teaching and learning (Williams et al., 2012, p. 248). These beliefs are intertwined in and around the roles and responsibilities of a university-based teacher educator (McDonough & Brandenburg, 2012). In the next subsection, the challenges of identification of shifting roles from teaching in K-12 to working in university-based teacher education are discussed.

Shifting role identification. The literature on new university-based teacher educators asserts that K-12 teachers recognize their practice was not sufficient nor adequate in preparing them to teach at the university level. They begin their career in higher education identifying with their classroom identities and relying on teaching experiences to initially guide them in their new work (Carrillo & Baguley, 2011; Dinkelman et al., 2006a; Ducharme 1993; Griffiths, Thompson, Hryniewicz, 2010; Marin, 2014; McKeon & Harrison, 2010; Sweenen et al., 2009; Williams et al., 2012; Wood & Borg, 2010). This shifting role identification between a K-12 teacher and a university-based teacher educator (Dinkleman et al., 2006a) is an external pressure that can create tension and uncertainty for some new teacher educators. Moreover, the transition is difficult because there is a change of teaching roles and expectations in higher education (Field, 2012; Loughran, 2014). Loughran (2014) explained that teaching in the academy “involves more than applying skills of school teaching in a new context” (p. 272).

For example, Murray and Male (2005) interviewed 28 novice university-based teacher educators who transitioned from school teacher in the United Kingdom. The researchers noted that the new teacher educators relied on the knowledge and understanding of their classroom practice as a way to teach their courses in teacher education. However, they realized that using K-12 classroom practices was not sufficient for teaching at the university level and found it necessary to develop new practices appropriate for adult learners (Murray & Male, 2005).

Similarly, Dinkleman et al. (2006a, 2006b) reported that two beginning teacher educators confidently assumed their background as high school teachers would prepare them as teacher educators. They thought of themselves as teachers and used their teacher biographies to bolster their confidence as well as to maintain credibility with their student teachers and cooperating teachers. However, over time they began to understand the differences between teaching high school and university-based teacher education.

Another example of shifting role identification is found in the self-study by McDonough and Brandenburg (2012). Brandenburg worked in the School of Education and Arts and was responsible for running the mentor program; McDonough worked as a mentor for the School of Education and Arts and had previously been a high school teacher and former principal. She began the mentor program with enthusiasm and wanted a change from her K-12 teaching position. However, once the year began, McDonough experienced challenges working with adults even though she had an extensive educational background. What's more, she had to adapt to a different way of working in an academic environment. McDonough eventually came to understand that in working with pre-service adults, she was not responsible for solving their problems and

they were responsible for their own learning. She did not completely understand the knowledge required to transition to the roles and responsibilities of a mentor teacher educator (McDonough & Brandenburg, 2012).

Moreover, new teacher educators in a study by Wood and Borg (2010) recognized that their practice as classroom teachers was not sufficient and proved inadequate in higher education. Similarly, van Velzen et al. (2010) noted that although the researchers were experienced teachers, their previous skills and knowledge did not easily transfer to the context of teaching in higher education.

As former classroom teachers negotiate their transition into higher education, they may well consider themselves expert and experienced K-12 teachers. They believe their former roles of teacher, administrator, or teacher trainer will be sufficient in planning courses, teaching, and supervising teachers. However, when confronted with new academic roles and responsibilities that they are not trained for, they come to understand their role as university-based teacher educator is different from their previous roles in K-12. As beginning teacher educators, they have to shift their thinking about supervising and mentoring roles and come to understand the learning development of adult learners and create a new professional identity as university-based teacher educators (Murray & Male, 2005; Williams et al., 2012).

Finally, the shifting of new academic roles and responsibilities are reflected in Morberg and Eisenschmidt's (2009) second phase of socialization, "professional socialization." During this phase, new teacher educators are learning about the process of teaching in higher education. With the revelation that K-12 teaching practices are not

sufficient, new educators begin the process of developing their personal teaching pedagogy and forming their own professional identities.

Navigate social and institutional context. The literature review revealed that some beginning teacher educators experience institutional political or power structures that challenge their sense of belonging (Guilfoyle, 1995; Staniforth & Harland, 2003). In addition, the pressure to research and publish (Knowles & Cole, 1995; McDonough & Brandenburg, 2012; Murray & Male, 2005; Ritter, 2007, 2009) and the struggle for tenure (Ducharme, 1983) are challenging. The following subsections address specific challenges that new teacher educators experience as they navigate the social and institutional context of higher education.

Institutional familiarity. The lack of institutional familiarity seems to be a hurdle for new teacher educators as they strive to “acquire pragmatic knowledge of the higher education institution and how it is operated” (Murray & Male, 2005, p. 130). As noted, new teacher educators are not prepared for their transition into higher education. Many new teacher educators experience an uncertainty about what things mean and how to make sense of them (McDonough & Brandenburg, 2012; Ritter, 2007; van Velzen et al., 2010; Wood & Borg, 2010). They feel they bring expertise to their position in higher education but are unsure where to apply it or how to use it (Grierson, 2010; Viczeko & Wright, 2010). During the transition, new teacher educators learn new explicit rules and norms within an unfamiliar social and institutional contexts (Williams et al., 2012), and some find it challenging to learn what it means to be a teacher educator (Dinkleman et al., 2006a, 2006b).

In her self-study, Pinnegar (1995) explained that at times she was not sure of the rules or if she was following the rules at the university where she was hired. In addition, she was unfamiliar with the functional language (research, course work, and code words) or how things worked. At times she felt like she had to make decisions on limited information. Similarly, Male and Murray (2005) noted that the new teacher educators in their study lacked the knowledge of how systems worked. Not knowing and understanding the terminology, procedures, and rules of academia caused them dissonance as they began their new careers. Furthermore, Dinkleman et al. (2006a) conducted a case study of the transition of two new teacher educators. The subjects reported that there were many obligations to fulfill: planning new courses, establishing new social networks, working with the faculty, and attending meetings. Coming from a high school background, they were unfamiliar with the roles and responsibilities required of them within the academy.

Lastly, Murray and Male (2005) described new teacher educators' entrance into their respective institutions as a "battle through bureaucratic structures" (p. 133). Because new teacher educators lacked knowledge of how the systems worked, they found themselves at a loss, frustrated, and not sure how to fit into the structures and practices of the organization (Guilfoyle, 1995; Murray & Male, 2005; Staniforth & Harland, 2003; Williams et al., 2012). Many studies have identified the lack of institutional familiarity as a challenging factor in the transition from a K-12 classroom to an institution of higher learning. University-based teacher educators with prior K-12 experience are not prepared for and are unfamiliar with collegial and institutional practices and they experience many challenges, which result in feelings of uncertainty.

Isolation. Many studies confirm that new teacher educators experience a sense of isolation when confronted with navigating higher education without support (Dinkleman et al., 2006a; Ducharme, 1993; Flessner & Horwitz, 2012; Gourlay, 2011; Grierson, 2010; Guilfoyle, 1995; Jawitz, 2007; Knight & Trowler, 2000; Pinnegar, 1995; Ritter, 2011; Staniforth & Harland, 2003; van Velzen et al., 2010; Viczeko & Wright, 2010; Williams et al., 2012; Wood & Borg, 2010). At times, new teacher educators feel alone and have a sense of being on the fringe of the education community, a stranger, an outsider (Guilfoyle, 1995). Their previous practice does not prepare them for the overwhelming challenges of shifting mentally, emotionally, and physically into the uncharted territory of learning the multiple roles and responsibilities needed to teach in higher education. Many new teacher educators expressed feeling alone (Goodwin et al., 2014; Pinnegar, 1995; Wood & Borg, 2010), invisible (Gourlay, 2011), vulnerable (Staniforth & Harland, 2003), and needing to belong (Williams et al., 2012).

Research. Another external challenge for new university-based teacher educators is the expectation to become an active researcher, as noted in a self-study by Knowles and Cole (1995). Loughran (2014) posited that novice teacher educators struggle with the expectations of research. Novice teacher educators may not be able to recognize implicit expectations regarding research, or some may avoid the expectation to conduct research rather than “embrace and develop” as researchers (p. 277).

Wood and Borg (2010) conducted a self-study of the first years they experienced teaching in higher education and noted the pressure they felt to enter the research culture. They felt tension between the role of teacher and that of researcher. Murray and Male (2005) also posited that new university-based teacher educators feel pressure from their

respective institutions to publish or perish. Therefore, new teacher educators doubt their abilities to research and publish according to those expectations. “Their inner doubts questioned their credibility as academics” (Murray & Male, 2005, p. 132). Similarly, Griffiths, Thompson, and Hyrniewicz (2010) noted that new teacher educators lack confidence and feel incompetent when conducting research.

The process of researching was unfamiliar to some new teacher educators; thus, they could not draw on previous experiences from their K-12 setting. Initially, the challenge of research creates an inner dissonance for some who feel unprepared and lack the time because of a heavy teaching load (Dinkleman et al., 2012; Guilfoyle, 1995; Knight & Trowler, 2000; McDonough & Brandenburg, 2012; Murray & Male, 2005; Staniforth & Harland, 2003; Ritter, 2007, 2009). Consequently, teacher educators who are interested in their professional development participate in self-studies in order to learn more about learning and teaching in higher education and develop a deeper understanding about their own practice (Loughran, 2014).

Time. Time was a theme throughout new teacher educator studies. New teacher educators were challenged by issues of time management and declared that the workload was difficult (Wood & Borg, 2010), and more time-intensive (Dinkleman et al., 2006a). In addition, they reported that due to their lack of experience, more time was required to plan courses, prepare to teach, and supervise student teachers. They were spread thin in an environment where teacher education was only one of the several expectations placed on them (Dinkleman et al., 2006a). According to Guilfoyle’s self-study (1995), time was a factor that contributed to tension when trying to juggle the many roles as a new university-based teacher educator: developing courses, supporting pre-service teachers in

their learning, performing service, and generally learning about the expectations of being a teacher educator.

However, some teacher educators expressed that time was a luxury when compared to teaching in the K-12 classroom. They had freedom from the daily schedule that was dominated by the bell system of K-12 to think, reflect, plan, and research (Dinkleman et al., 2006a; Ducharme, 1993; Wood & Borg, 2010).

Some university-based teacher educators feel that time is not their friend but rather a task master. They need time to plan their courses and teach, time to research, time to serve on committees, and participate in scholarly activities. The lack of time to accomplish their goals and responsibilities leaves them frustrated and stressed. Conversely, some teacher educators feel they have more time in higher education to become a reflective practitioner.

Create and establish community. Williams et al. (2012) contended that personal and professional relationships that develop within institutional contexts provide opportunity for academic and professional growth. Because of the many challenges new teacher educators face during their transition to higher education (e.g., pressure to conduct research, navigating new roles and responsibilities, and lack of support), they often create networks of support and collaboration as a way to understand their transition into the academy and improve their pedagogy (Flessner & Horwitz, 2012; Grierson, 2010; Guilfoyle, 1995; McKeon & Harrison, 2010; Patrizio, et al., 2011; Pinnegar, 1995; Ritter, 2007; Staniforth & Harland, 2003; Zeichner, 2005). The following subsection addresses specific challenges related to a lack of explicit support novice academics experienced as they sought to build community in the university.

Lack of support. Beginning teacher educators who conducted self-studies in North America and Europe reported feelings of insecurity, vulnerability, and misunderstanding when working with faculty at their university (Murray & Male, 2005; Pinnegar, 1995). Viczeko and Wright (2010) conducted a self-study of two beginning university-based teacher educators (a former principal and a K-12 classroom teacher) and explored their transition into higher education. They reported that the faculty supported them; however, Viczeko felt out of place because she was working with expert university instructors who had considerable experience teaching in higher education. In addition, the new teacher educator felt vulnerable when seeking clarification about courses, content, and pedagogy. Williams et al. (2012) noted that other new teacher educators did not feel supported by more experienced teacher educators because it was assumed that they did not need the support. The fact that they were not recognized as beginners made them feel undervalued (van Velzen et al., 2010) and disrespected (Pinnegar, 1995).

Pinnegar (1995) recounted her experiences when she began a new position at a different university. She felt judged on her competency based on her performance. As a result, her interactions with the faculty were cautious. In addition, colleagues dismissed her teaching experience and viewed her as a novice. As a member of the faculty, she felt disrespected and she kept her interactions with the faculty at a distance.

Although Jawitz (2007) is not a self-study, the findings are similar to the previously mentioned self-studies. Jawitz (2007) studied the experiences of new academics in South Africa and reported that there was no support for teaching. One new university-based academic explained, “You’re thrown into the deep end—[no one] tells you what to do, how to do it, you just... have the text book” (p. 189). They felt they were

thrown into their jobs unprepared and without any support to help them cope with crisis as it happened. One new academic learned by trial and error. “I actually found things out on my own, just chatting to people, and by accident. When I started to lecture, not once was I taken to a teaching course, or even asked... am I comfortable teaching, or can you manage a big class? I just suppose a lot of learning by doing, a lot of risk-taking” (p. 189). According to Jawitz (2007), some new teacher educators found it challenging working with faculty members. The academy’s misunderstanding of the new teacher educators’ situation and lack of support created an environment in which the new educators felt they needed to work in isolation and develop the competencies of university-based teacher education on their own.

The literature establishes that beginning teacher educators feel they do not have enough support as they enter higher education although support varied across the studies. Some institutions had formal induction for newly hired teacher educators. Other university-based teacher educators attended a few seminars which they said were not very helpful. Some beginning teacher educators might work with a mentor who periodically helped them. Time was a constraint for both university-based teacher educators and their mentors. Because of the lack of support, many beginning teacher educators felt isolated and experienced a sense of vulnerability (Gourlay, 2011; Grierson 2010; McDonough & Brandenburg, 2012; Pinnegar, 1995; Staniforth & Harland, 2003; Viczeko & Wright, 2010; Williams et al., 2012; Wood & Borg, 2010). Some university-based teacher educators worked to establish a sense of belonging and gain acceptance by their colleagues by establishing a supportive research community (Knight, 2000; McDonough

& Brandenburg, 2012; Murray & Male, 2005; Ramirez et al., 2012; van Velzen et al., 2010; Viczeko & Wright, 2010; Williams et al., 2012; Wood & Borg, 2010).

Develop Pedagogy of Teacher Education. John Loughran in *Developing a Pedagogy of Teacher Education* (2007) noted that pedagogy is not merely the art of teaching; rather it is “about the relationship between teaching and learning and how together they lead to growth in knowledge and understanding through meaningful practice” (p. 2). He explained further that being a teacher educator requires a real understanding of teaching—it is more than being a good school teacher. One must be able to “theorize practice so that one may be able to articulate the what, how, and why of teaching through the various experiences of teaching and learning about teaching” (p. 14). He concluded that “teacher educators carry a heavy responsibility in what they do, how they do it, and the manner in which they come to know and develop their own professional knowledge and practice” (p. 14). Dinkleman et al. (2006a) as cited by Loughran (2007) contended that the “initial experience of becoming a teaching educator is a powerful [agent] in shaping the professional practice of teacher educators [throughout] their careers” (p.14).

Rethinking Pedagogy. According to Loughran (2007), as new teacher educators enter academia, they need to reflect upon “the differences between school teaching and teaching about teaching [in order to] develop a pedagogy of teaching education” (p. 14). As teacher educators forge their own personal pedagogies of teacher education (Williams et al., 2012), there are a number of possible challenges that they will need to address, among them, new technologies and coming to understand adult learning and development. New teacher educators involved in self-studies reported that they found it

difficult to balance theory and practice within the context of their courses that they taught (van Velzen et al., 2010; Viczeko & Wright, 2010). They also had to negotiate between lecture and group interactions. Reflecting on their assumptions and philosophy of teaching and learning helped to develop their practice. Teacher educators explained that experience played a large role as they developed their pedagogy in higher education. It was a matter of learning by doing for new teacher educators as noted in Jawitz (2007), “I have a lot to learn... I’m a small fish swimming in with the big fish, and it’s a matter of just growing and learning, in swimming in with the big fish...” (p. 196). And many times that meant learning from mistakes as they readjusted their thinking about teaching and learning to teach.

Another aspect that was challenging as new teacher educators developed their pedagogy was coping with students who lacked motivation and responsibility for their own learning (van Velzen et al., 2010). Other challenges included providing opportunities for the pre-service teacher candidates to recognize their assumptions and beliefs about teaching and learning and children. At times these assumptions were erroneous.

Moreover, developing a pedagogy is an in-depth process that requires teacher educators to reflect and consciously provide opportunities within the classroom for teacher candidates to contextualize the meaning of teaching and learning. New teacher educators face many challenges: reflecting on their own assumptions and beliefs, matching those beliefs in practice, providing opportunities for teaching candidates to explore their explicit and implicit assumptions and beliefs, and becoming acquainted with adult learning, as they begin to develop a personal pedagogy for teacher education.

The external and internal pressures may cause stress and feelings of uncertainty as new teacher educators transition from a K-12 setting to higher education. Studies indicate that many new academics lack collegial and institutional familiarity and thus experience feelings of isolation and vulnerability. There are many challenges as new teacher educators navigate unfamiliar tasks, roles, duties, procedures, and the uncertainty of what the rules are at their particular institution. Many feel intimidated and undervalued when working with expert teacher educators in their respective departments. They feel apprehensive in asking for help; some feel that it is inappropriate to ask for assistance. It has been documented that most beginning teacher educators choose to go at it alone—to find their own way in identifying and establishing their specific roles in the university. It appears from the literature that new teacher educators do not have the support they need because of the assumption by more experienced teacher educators that they do not need the support.

Other factors that cause stress are time and the pressure to engage in research. For the most part, time management seems to be a daunting task. Being unfamiliar with procedures, planning courses, etc., new teacher educators find the work more time-intensive than their previous positions. Pressure to research and publish also causes angst. Many studies noted that researching is an unfamiliar activity for new teacher educators and they cannot draw on previous experience in the K-12 setting. New teacher educators reported that they feel tension between teaching and researching. It is difficult to find time to teach and research. Many doubt their abilities and others question their credentials as academics.

Another factor that contributes to a stressful transition is developing a pedagogy that is appropriate for adult learners. Some new teacher educators reported that they had to learn how to work with adults. What's more, they had to find new ways to motivate adults who showed a lack of responsibility for their own learning. New teacher educators also needed to understand how to balance their courses with theory and practice and establish appropriate ways to facilitate their courses for optimal learning. The review of the literature showed that some university-based teacher educators created networks of support and collaboration to help navigate through these transitional challenges.

Novice and Expert

Multiple studies have distinguished between the way novice and expert teachers demonstrate reasoning and behavior in the classroom (Berliner, 1986, 2001; Borko & Livingston, 1989; Carter, Crashing, Sabers, Stein, & Berliner, 1988; Orland-Barak & Yinon, 2005; Swanson, O'Connor, & Cooney, 1990; Wolff, Jarodzka, & Boshuizen, 2017). Berliner (2001) noted that defining what it means to exhibit expertise in teaching is challenging because teaching expertise varies in different cultures and changes with time.

A variety of criteria have been used in studies to identify categories of expert teachers: cooperating teachers who work with teacher candidates (novices) (Swanson et al., 1990); those chosen by peers or administrators (Borko & Livingston, 1989; Swanson et al., 1990); completion of Master's degree and selected as a mentor teacher within the public school system (Swanson et al., 1990). Therefore, in order to develop continuity between studies of research in identifying what is an expert teacher, Berliner (2001)

identified propositions about teacher experts that had been developed and validated through research studies of teaching expertise.

According to Berliner (1986), who has done extensive work in pedagogical expertise in education, an expert educator has a deep understanding of subject matter as well as knowledge about the organization and management of classrooms. Huberman (1985) explained that it takes a minimum of five years for the majority of teachers to develop their knowledge about running a classroom.

In educational research studies, the term *novice* refers to individuals preparing to become teachers and identified as pre-service or candidates in an educational program. In addition, *novice* refers to in-service teachers who have begun their teaching career in the classroom. Novices focus on themselves and their own teaching performance. Yet when they are confronted with unfamiliar situations, they experience dissonance and are uncertain of what to do (Burden, 1990; Huberman, 1993). At times, they do not recognize that different contexts lead to different solutions (Orland-Barak & Yinon, 2005). Moreover, they are literal in their thinking and can be misled by ambiguity (Berliner 1986, 2001). They feel the need to be accountable to administration; therefore, their actions are based on fulfilling the perceived expectations of that administration. Berliner (1986) and colleagues from the Arizona University Research Group created a simulation of the preparation for taking over a classroom. The researchers noted that the novices and postulants (new teachers whose first career was in another field of expertise, such as business) usually worried more about discipline and management than did the experts.

Stages of expertise. The literature on teaching identifies different stages that describe the development of the expertise of a novice as he or she progresses along a continuum of learning. Glaser (1996) described the development of expertise through three phrases that interact over time. The first stage is called *externally supported*. The novice is supported with much scaffolding so he or she can acquire the skills needed to develop expertise. During this stage, the novice is influenced by people who play a significant role in their lives. The second stage is called *transitional* wherein scaffolding is reduced and the novice participates in opportunities of apprenticeship that provide guided practice in learning techniques for self-monitoring. In addition, high standards for performance begin to be developed. In the third stage labeled *self-regulatory*, Glaser (1996) explained that the individual is emerging as an expert who is taking more responsibility for his or her own learning and development. The three stages reflect the sequence of learning as the novice is initially trained, then moves to an apprentice position, and eventually develops the ability to reflect on and monitor one's learning (Berliner, 2001).

Moreover, Berliner (2001) adapted the Dreyfus and Dreyfus (1986) developmental model that identifies five developmental stages as individuals transition from “novice to advanced beginner, to competent performer.” Berliner (2001) noted that some teachers move on to “proficient and expert states of development” (p. 472).

Furthermore, Fuller and Brown (1975) identified a three-stage model of development in which the novice is initially preoccupied with self. However with time, the beginning teacher begins to focus on instruction and consider his or her impact on the pupils' learning. The novice teacher continues to acquire professional learning as he or

she grapples with pedagogical interventions (Clark, 1995), classroom management, and conflict with individuals that challenge the novice to rethink and reorganize beliefs (Kagan, 1992) about practice (Feiman-Nemser & Parker, 1993). Other studies in the literature posit that teacher learning shifts and takes place in overlapping phases rather than in a linear progression. Therefore, the novice teachers move in and out of different phases at different times; however, the goal is to always move forward in their career (Orland-Barak & Yinon, 2005).

Expert and novice teachers' knowledge of pedagogy and classroom management. The following section describes research studies that compared and contrasted expert and novice teachers' knowledge of pedagogy and classroom management. Expert teachers have developed expertise over long periods of time, which enables them to make inferences and apply their prior experiences in new situations (Berliner, 1986, 2001; Carter et al., 1988; Orland-Barak & Yinon, 2005). Berliner (1986) and colleagues on the University of Arizona Research project conducted studies on the expertise of pedagogy. One study looked at the reactions of a small groups of experts, novices, and postulant teachers after they briefly viewed a slide of a classroom three times. The respondents were asked to verbalize what they had observed on the slide. The experts were able to quickly and accurately recognize patterns based on their previous knowledge of the management and organization of a science classroom. They correctly identified the information needed to make the inferences about the classroom on the slide whereas the novices could describe the characteristics of the classroom but they could not see the cues in the classroom (students or type of learning activity). Therefore,

they could not make inferences and did not have an understanding of the classroom (Berliner, 1986).

Similarly, in a study conducted by Hanninen (1985), a University of Arizona student, realistic scenarios about gifted children were written. The respondents in the study read the scenarios and identified the issues for the children. The expert teachers who taught gifted children were able to infer the knowledge needed to categorize the students' issues; then they identified a plan to address the student's academic and emotional needs. The findings of the study indicated that novices were not as good at recognizing patterns of behavior, and when they did note them, they were less likely to make proper inferences about the situation (as cited by Berliner, 1986).

Expert teachers acquire a wealth of experience over time, which enables them to be flexible in their teaching. They can change the direction of a lesson to quickly meet the needs of the students or a change in schedule. Moreover, they develop skills in planning lessons that can maximize their time (Berliner, 1986; Housner & Griffney, 1985; Orland-Barak & Yinon, 2005). In a study by Housner and Griffey (1985), experienced teachers who were planning physical education lessons were able to anticipate situations that could happen and were able to create plans to accommodate those possibilities. Novice teachers did not seem to anticipate problems that could arise in P.E. class. Subsequently, they did not include alternative instructions in case the planned lesson did not work.

Similarly, Borko and Livingston (1989) conducted a study of the pedagogical expertise of three student teachers and three cooperating teachers as they planned and taught mathematics for one week. The expert teachers improvised while they taught the

math lessons. Furthermore, they were flexible in their planning and in the way they responded to students during instructional time. The researchers explained that the expert teachers had created an outline of their lesson; then they expanded the lesson based upon the students' comments and questions. Expert teachers had acquired knowledge and experience in teaching math so they were able to quickly access information from their "mental repertoire" to provide examples and make connections from the students' questions to the learning objectives. These expert teachers had the ability to select specific strategies and routines based on students' comments and questions that happened during classroom instruction and respond spontaneously to the students' needs because of their repertoire of content and pedagogical knowledge. In contrast, the novice teachers planned less efficiently even though they spent a lot of time writing lesson plans. The student teachers experienced difficulties when they tried to answer the students' questions or respond to their comments. This spontaneous dialogue with the students led them away from their scripted lesson plans, and therefore, they could not maintain the direction of the lesson. Moreover, their post-lesson reflections were not very detailed. Borko and Livingston (1989) concluded that the novice teachers' stored knowledge about teaching (schemata) was less "elaborate, interconnected, and accessible than [the] experts' and that their pedagogical reasoning skills [were] less well developed" (p. 490).

Research also indicates that when expert teachers are confronted with unfamiliar teaching assignments, they temporarily think and act like a novice. Orland-Barak and Yinon (2005) conducted a study with teachers who left the classroom and took on a mentor role within the school district. According to that study, the mentors were distressed and experienced angst when they were confronted with interactions that were

unfamiliar to them as classroom teachers (e.g., managing experienced teachers' resistance or conducting professional conversations with school principals). During those difficult times, they exhibited the characteristics of novice thinking and behavior. However, they reflected on the issues, reorganized their thinking, and came up with a solution.

This is similar to what Borko and Livingston (1989) identified as the "expert turned novice" phenomenon (p. 490). A teacher will think and act like a novice the first time he or she teaches a course or new grade level. The teacher will encounter time-consuming planning and initially may not be able to anticipate students' problems. In the study by Borko and Livingston (1989) noted above, one of the expert teachers compared her first and second years of teaching analytic geometry. She planned extensively her first year and developed the pedagogical and content knowledge of analytical geometry. However, she had a limited ability to see relationships across the curriculum and to anticipate students' problems. The expert teacher had developed the "cognitive structures for content knowledge, pedagogical knowledge and knowledge of students" while first teaching the analytic geometry course (p. 490). So by the second year, her planning and teaching of the geometry course was very different from the first year.

The literature indicates that novice teachers do not have the experience nor a complete understanding of pedagogical knowledge with which to base inferences about teaching and learning. They make inaccurate inferences and are not able to respond to students' questions spontaneously and sometimes accurately. They are not able to make connections and access information from their teaching knowledge base because their pedagogical skills are not as developed. In contrast, the expert teachers have a deep knowledge base of expertise that they can draw from, so they are able to make inferences

about instruction and students' learning. Furthermore, they have spent years planning, developing an understanding for the subject content and how to teach it. Therefore, they are able to plan and deliver the lesson with exactly the skills and spontaneity needed to meet the students' needs.

Expert and novice teacher's knowledge of classroom management. When thinking about classroom management, experts are aware of the social situation in the classroom, so they are able to swiftly identify problems, then use their prior knowledge and expertise to solve the problem. They develop automaticity for classroom management and discipline procedures, so they can focus more on meeting the needs of their students (Berliner, 2001; Orland-Barak & Yinon, 2005; Swanson et al., 1990). Moreover, experts can use their expertise of classroom management to infer how to act upon new situations (Berliner, 1986, 2001).

This is similar to a study by Swanson et al. (1990) that compared the responses and mental processing of novice and expert teachers after they had read six vignettes based on classroom discipline and explained their thoughts on how they would handle the situation. The expert teachers focused on defining the problem and evaluating strategies of classroom management based on inferences regarding their knowledge about student behavior. In contrast, the novices' ideas were organized around the literal events given in the problem statements, and their statements only contained surface details. According to the researchers, the novice teachers generally had sufficient knowledge to solve the problem, but they did not have the background expertise and experience to include complete explanations in their statements. The mental processes of the expert teachers

were more comprehensive with regard to the problem-solving process as it related to classroom discipline than the novice.

Carter, Crashing, Sabers, Stein, and Berliner, (1988) noted that there were differences in the way expert, novice, and postulant teachers perceive, understand, monitor, and process visual information in a classroom. The researchers noted that the experts are able to use their varied teaching experiences and acquired classroom knowledge about students and classroom management to understand the complexity of problems that exist in classrooms. They understand the relationship between the students' behaviors and their actions within that environment. The experts easily articulated differences between the classroom slides and the way they conducted their own classroom. Carter et al. (1988) also observed that the experts appeared cautious in their explanations, often qualifying their interpretation. Similarly, other research studies have noted that experts take more time than novices to thoroughly examine a problem with its many features, think through the strategies and use their rich sources of information to solve the problem (Berliner, 1986, 2001; Orland-Barak & Yinon, 2005). The expert teachers also understood that there were many variables that were happening in the classroom that were not included on the slides. Based on the observations and explanations, the researchers concluded that the expert teachers portrayed a vast amount of knowledge about the inner workings of a classroom. As the novice teachers viewed the slides, they were able to describe what they saw using a descriptive vocabulary similar to that of experts. However, they did not have the prior experience to provide multiple or accurate interpretations. The researchers noted that the novices' schema used to process the visual information did not seem as readily developed as experts.

Wolff, Jarodzka, and Hoshuizen (2017) noted that expert teachers' interpretations of classroom management focus on how much learning is taking place in the classroom while the novices' interpretation centers on misbehavior and discipline. The experts identified the role of the teacher in the vignettes as either hindering or increasing student learning whereas the novice misreads the role the teacher plays within the situations where students were off-task and potentially disruptive to the learning process. In fact, novice teachers perceive students as the source of the problems without considering the relevance of classroom interactions between teacher and students. The novices in the study only identified what they saw on the surface whereas the expert teachers shared their reasoning, explaining in detail how and when the problems arose in the classroom. They predicted how the events would play out and how the context of the class and the teacher's choices related to the classroom problems in the teaching scenario.

Beliefs

Many researchers identify with the assumption that beliefs are instrumental in understanding the decisions individuals make (Bandura, 1986; Dewey, 1933; Nespor, 1987; Nisbett & Ross, 1980; Rokeach, 1968). However, according to Pajares (1992), beliefs are a "messy construct" for there are many terms that are used to represent the construct of beliefs in literature such as *attitudes*, (Cochran-Smith & Fries, 2005; Cook, 2002; Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993; Pugach, 2005), *values* (Hayes, McLaughlin, Allison-Roan, 2014), *ideals* (Hayes et al., 2014), *judgments*, *opinions*, *ideology*, *perceptions* (Brownwell & Pajares, 1999), *dispositions* (Wilson, 1990), and *perspectives* (Artiles, Barreto, Pena, & McClafferty, 1998; Hayes et al., 2014; Pugach, 2005). Pajares (1992) also explained there are various definitions of beliefs in

literature. The following summary of the definitions of belief is based on Pajares (1992). Abelson (1979) explained that when people manipulate knowledge for a specific purpose or under necessary circumstances, they are relying on their beliefs. Brown and Cooney (1982) posited that beliefs are dispositions to action, which is a major cause of behavior. Sigel (1985) noted that beliefs are "mental constructions of experience—often condensed and integrated into schemata or concepts" (p. 351) that are considered to be true and that guide behavior. According to Harvey (1986), beliefs are an individual's representation of reality in which the perceived validity, truth, or credibility guides thought and behavior. Dewey (1933) explained that beliefs are "something beyond itself by which its value is tested; it makes an assertion about some matter of fact or some principle or law" (p. 6). Dewey went on to say that the construct of belief "covers all the matters of which we have no sure knowledge and yet which we are sufficiently confident of to act upon and also the matters that we now accept as certainly true, as knowledge, but which nevertheless may be questioned in the future" (p. 6). Rokeach (1968) identified beliefs as "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase, 'I believe that...'" (p. 113).

However, there also seems to be difficulty in distinguishing knowledge from belief (Pajares, 1992). Nespor (1987) conducted a study on teacher beliefs. Using the findings of the study and building on Abelson's (1979) similar work, he constructed a model that represented four features of beliefs in teachers' thinking and distinguished beliefs from knowledge (p. 317). The first feature, *existential presumption*, represents personal truths that most likely will not change. These beliefs can be formed by events or an intense experience that causes us to develop presumptions about ourselves and others.

These presumptions are perceived to be fixed and exist beyond our control. According to Nespor (1987), the teachers in the study exhibited strong beliefs about their students' ability, growth, and laziness. One teacher believed that if students did poorly in math, they were lazy.

A second feature is *alternativy* where individuals may attempt to create an ideal or alternative situation that possibly differs from reality. For example, in the study, Nespor (1987) noted that one teacher tried to create a classroom that was kid-friendly and fun, more of a utopian experience than a typical classroom.

The third feature in Nespor's model are *affective and emulative* aspects. Beliefs have a more powerful, emotional, and judgmental component than knowledge. These beliefs operate independently of the cognitive processes associated with knowledge. Nespor (1987) explained that teachers had unrecognized feelings about students and opinions about subject matter that influenced the way they taught the content. The fourth feature is called *episodic storage*. Beliefs are developed from previous experiences, episodes, events and, in turn, affect the comprehension of later events. Nespor (1987) noted that episodes influenced teachers' practices. For example, one teacher incorporated fun activities and wanted to be a friendly teacher, which was a direct result of her negative memories as a student. She wanted to provide her students a more enjoyable education than she had experienced. Calderhead and Robson (1991) stated that pre-service students remembered episodes from their experiences as students that influenced their understanding of courses and classroom practices. Memories from their school days also played a strong role in determining the practices they would use in their own classrooms. Nespor (1987) explained further that important experiences or "influential

teachers produce a richly detailed episodic memory which later serves the student as an inspiration and a template for his or her own teaching practices" (p. 320).

According to Pajares (1992), the nature of teaching can be unclear and confusing. Educational beliefs can become entangled with mismatched beliefs concerning how students learn and assumptions about teaching. Nespor (1987) noted that when a teacher encounters a complex and confusing situation, she is unable to use knowledge structures and cognitive strategies, so she relies on the core beliefs that have been stored in episodic memory to navigate through the situation. In this way, a teacher is using impulse and intuition rather than reflection (Pajares, 1992).

Research that emphasizes knowledge over teacher beliefs. According to Pajares (1992), some researchers posit that knowledge, rather than beliefs, offers greater insight into human behavior. Roehler, Duffy, Herrmann, Conley, and Johnson (1988) reasoned that since knowledge structures focus on the cognitive aspect of teaching and emphasizes thought processes in the thought-to-practice paradigm, knowledge must take priority over beliefs. However, they do acknowledge that beliefs can influence teacher thinking. They noted that beliefs are fixed and remain unchanged in a teacher's mind regardless of the situation. Beliefs promote judgment and evaluation. However, knowledge is fluid and evolves as new experiences are interpreted and integrated into existing schemata. Knowledge is not value-laden but strives to understand experience. Roehler et al. (1988) concluded that beliefs influence what teachers say outside of the classroom, but their behavior in the classroom is a result of beliefs being filtered by experience. Knowledge, not belief, influences teachers' thoughts and decision-making.

Anderson (1983, 1985) categorized knowledge as declarative or procedural.

Declarative knowledge is knowing specific information such as the capital of Maine or the height of Mt. Everest. Procedural knowledge is an understanding of how things or a system work. For example, a student may have knowledge of the definition of the Pythagoras theorem, but the individual may not know how to use the theorem to solve an equation. Paris, Lipson, and Wixson (1983) introduced a third type of knowledge called *conditional knowledge*, which requires an individual to understand exactly when, why, or under what conditions the declarative or procedural knowledge should be used. For example, a student would need to know when and why he or she would need to use the Pythagoras theorem. Calderhead and Robson (1991) noted that pre-service teachers use their memories of schooling experiences as a template for their own classroom practices. However, they do not have the knowledge to question or modify them successfully within the given circumstance.

Pajares (1992) noted there is indication of beliefs in the knowledge categories. In declarative knowledge, we must believe the source or in our senses. We believe the person who taught us how to tell time or we believe that the textbook is correct. Beliefs are involved in procedural knowledge when a teacher handles a problem in the classroom. The teacher evaluates what is the problem and what management technique will be the most effective to solve the problem. The teacher will engage and continue to evaluate the students and the situation based on her procedural knowledge of classroom management.

Teacher Beliefs. Kagen (1992) defines teacher beliefs as “unconsciously held assumptions about students, classrooms and the academic material to be taught” (p. 65).

Although teacher beliefs are deeply rooted and usually hesitant to change, teachers are not always aware of their beliefs or are unable to verbalize their beliefs to other colleagues (Kagan, 1992). A teacher develops his or her personal beliefs about learning and teaching over time, and brings their prior learning experiences and beliefs into the profession. As a teacher continues to gain classroom experience, his or her professional knowledge develops into a “highly personalized pedagogy, a belief system that constrains the teacher’s perception, judgment and behavior” as they develop skills in classroom management, instructional planning, and an understanding of the way students learn (Kagan, 1992, p. 74).

Teacher candidates have been students in the classroom for many years and through observation of teacher practices, they have developed their own beliefs of what it means to be a teacher. When the candidates enter the teacher preparation program, they bring their beliefs and past experiences which become the foundation for building their teaching practice. Many teacher candidates teach as they believe is the best way to teach regardless of what is being taught in the teacher preparation program (Goodwin & Kosnik, 2013; Kagan, 1992). Teacher candidates enter the program with an optimistic and idealized view of students although they have not developed the necessary skills to manage the procedures and routines in the classroom. Through courses and students teaching, teacher candidates begin to focus on self as a teacher (Kagan, 1992).

Individuals develop as a teacher in different stages (Kagan, 1992). As teacher candidates develop procedures for classroom management, they rely on their prior experiences in the classroom and on their cooperating teacher for management. Initially they feel self-conscious and they are focusing solely on managing control of the

classroom and developing classroom producers. Once the teacher candidates have procured the routines that integrate instruction and management, they begin to focus on students' learning and they feel more confident in their teaching skills (Bullough, 1987; Bullough, Knowles, & Crow, 1989; Kagan, 1992).

Since teacher candidates have established deep beliefs about teaching from their years of schooling, they are unwilling to change these beliefs. They use the information from the courses in the teacher preparation program to confirm rather than confront their preexisting beliefs. Thus the candidates' personal belief and memories and experiences as students determine how much knowledge they will acquire from the program. Therefore, it is important that teacher education programs provide opportunity for teacher candidates to confront their erroneous beliefs about teaching and learning (Kagan, 1992; Grierson, 2010; Pajares, 1992). Similarly, Goodwin and Kosnik (2013) noted that teacher preparation programs need to help teacher candidates contextualize their knowledge about who they are as adult learners, how they think and learn. In addition, teacher candidates need to reflect and assess how their prior histories and personal narratives have shaped the ways in which they understand and carry out their teaching practices. Orland-Barak and Yinon (2005) posit that teacher education programs that use constructivist approaches designed around writing, sharing and reflection on participants' experiences enhance the candidates' professional learning.

Kagan (1992) identified four developmental tasks novice teachers need to acquire the expertise and professional knowledge for their practice. Over time, the tasks help the novice to establish their teacher identity and confront erroneous beliefs about teaching and learning and begin to establish with automaticity classroom routines and procedures.

The tasks include: (a) “confirm and validate the image of self as teacher helps the novice begin to establish their teacher identity, (b) acquire knowledge of pupils and use it to modify the image of self as teacher, (c) experience cognitive dissonance and question the appropriateness of personal images and beliefs, and (d) acquire management instructional procedures that are standardized and grow increasingly automated” (p. 155). As they work through the developmental tasks, throughout their pre-service, student teaching and beginning in-service days, they begin to analyze and reflect on their personal biography. They begin to think about who they are as teachers and a willingness to recognize that their concepts and beliefs may be erroneous.

Bullough, Knowles, and Crow (1989) examined the first-year experiences of three secondary teachers that taught dual subjects in the areas of science, math, English and Spanish. They found that the teachers used their own prior experiences as students to initially help them understand their own students. As they interacted in small groups, their understanding of students developed, and they were able to generalize to the entire classes. By the end of the year, the beginning teachers had acquired practical knowledge of students and had adjusted their images of self as teacher. Bullough (1987) conducted a study of a first-year junior high English teacher. Initially, she focused on classroom management problems. Once she had established management procedures, she was able to develop instructional routines and concentrate on pupil learning. Lunenberg and Hamilton (2008) reflected on their own biography and how their personal histories shaped their beliefs as teacher educators. Moreover, they modeled for the candidates how to reflect on their beliefs, then provided opportunities for teacher candidates to explore and reflect on their own beliefs. They supported the teacher candidates in

verbalizing their beliefs about teaching and learning. Likewise, Grierson (2010) provided opportunities for the teacher candidates to discuss and examine their beliefs about language arts. The collaborative group activities help students to understand how their beliefs were tied to the classroom practices.

Identity

Lawler (2014) explained that “the root of the word ‘identity’ is the Latin *idem* (same), from which we get ‘identical’” (p. 10). Thus, people are “the same being from birth to death” (p. 10), but they also share common identities with other individuals (e.g., teacher, American, Australian, Latino). However, another aspect of identity depicts people’s uniqueness, what sets each one apart as an individual. Therefore, based on an understanding of these two aspects of identity, “people are understood as being simultaneously the same and different” (Lawler, 2014, p. 10).

Throughout the years, the concept of identity has been used in different fields of study (Burke & Stets, 2009). During the beginning of the 20th century, the idea of identity was almost exclusively found within the study of psychology, specifically psychoanalysis. In this way, identity was recognized by the individual and referred to as the self-image of a person (Olsen, 2008). Later, Erikson (1968) focused on the identity formation in social contexts and on the stages people pass through based on biological and psychological maturation. He purported that identity is not something one has, but rather how one develops as an individual interacting with his or her environment throughout the lifetime (cited in Beijaard, Meijer, & Verloop, 2004).

In the latter half of the 20th century, identity could be found within the fields of sociology and anthropology. Instead of focusing on the emphasis of self, the social

scientist began to study the identity of a person through the lens of culture or racial categories. “Cultural identity” referred to the way a person identified with or was influenced by cultural factors such as “race, gender, region, beliefs, sexual orientations, nationality, ethnicity, language, and physical ability...” (Olsen, 2008, p. 4). Olsen (2008) explained that a person’s identity was shaped based upon how he or she identified himself or herself with the culture and society as well as his or her position within society. In the early 1970s, identity politics was a construct in which to describe the way people work to acquire power and social status. In the 21st century, the idea of identity has been nestled within the arena of self in practice by understanding how self is situated in “context, history, and others” (p. 4).

Gee (2000-2001) posited that the identity of a person is based on how that person is recognized as a certain kind of person in a given context. Further, he explained that all “people have multiple identities connected to their performance in society” (p. 99) and that there are four ways to view identity and “what it means to be a certain kind of person” (p. 101):

1. Nature-Identity (N-identities) - “developed from forces in nature”
2. Institution-Identity (I-Identities) - “a position authorized by authorities within institutions”
3. Discourse-Identity (D-Identities) - “an individual trait in dialogue with rational individuals”
4. Affinity-Identity (A-Identities) - “experience shared in practice of “affinity” group participation”

With N-Identities, individuals base their identity on what has naturally developed for them as they were born (e.g., twin, short, physically challenged). The way society recognizes these characteristics determines to what extent a person will develop his or her N-Identities. I-Identities are developed through positions within an institution. For example, being an administrator of a school is based on the duties and responsibilities identified by the school district and school board, the community, the teachers' union, and the state. These institutions influence the expectations and behaviors of what it means to be an administrator.

D-Identities are based on traits or accomplishments that are recognized through discourse with other individuals. Gee (2000-2001) noted that people can be recognized differently within the same institution. For example, some people in the school may recognize a teacher as being hard-working and dedicated whereas, in the community, that teacher may be recognized as a strict teacher or difficult to approach. Moreover, Gee (2000-2001) posited that D-Identities “can be placed on a continuum in terms of how active[ly] or passive[ly]” a person strives to be recognized as a certain kind of person (p. 104).

Gee (2000-2001) identified A-Identities as “a focus on distinctive social practices that create and sustain group affiliations rather on institutions or discourse/dialogue directly” (p. 105). A person chooses an affinity group and is therefore recognized as a person who is a member and belongs within the specific group. Individuals experience accomplishments and experiences within the affinity group (e.g., car club, sports club).

A person can perceive his or her identity first through the dialogue of others and second through personal perception of who he or she is as a person (Bullough, 2005; Gee,

2000-2001; Lawler, 2014). Gee (2000-2001) posited that individuals gain recognition and develop their identity in multiple ways as they verbally interact with individuals.

Bullough (2005) explained that identity is more than just a recognition of self. “Identity is the way one is with and for others; it is the basis of an individual’s claim both to dignity and to authenticity; it is a framework for action and the personal grounding of practice” (p. 144). According to Bullough (2008) identity can be used as a lens to understand who a person is in relation to the institution (administration, roles, duties) where he or she works. Reflecting on one’s identity can assist a person to make changes within their practice or community. Bullough (2008) cited Harre and van Langenhove (1999) when describing another way of understanding identity. First, there is the self of personal identity, which is experienced as the “continuity of one’s point of view in the world... coupled with one’s sense of personal agency” (p. 53). A second sense of self can be identified as one’s persona. Each person has many personas or traits that are portrayed through interactions. For example, a teacher is one person, but the teacher may have multiple personas when teaching students and working with adults.

Different personas may be more dominant depending on the situation and they may vary throughout life. Bullough (2008) noted that personas are judged as appropriate or inappropriate based on the established rules and duties; therefore, institutions support some forms of identity and some personas over others. In this way, institutions can both limit and support identity formation, which can lead to personal and social disruption to learning and personal growth or lead to a sense of “self-discovery and even rebirth” (p. 54).

Bullough (2008) posited that when understanding the personal identity and embracing one's multiple personas, one needs "to explore biography and moral position, the history of interaction, and the contexts within which the interaction takes place and by which the rules have been set and the rules and the skills of interaction located in episodes" (p. 55). One way to explore biography is through stories which can reveal a person's identity, not just the personas. As a person shares thoughts and feelings of an episode to different audiences, the story changes within different contexts. However, the stories can be recognized as true and representative of a person's entire life.

Teacher educator identity. The formation of teacher educator identity takes time and requires self-reflection. How a person perceives himself or herself as a teacher or teacher educator also "determines how one will be for and with others" (Bullough, 2005, p. 147). Working in the university as a teacher educator requires dual membership with teachers and schools as well as the academy. Bullough (2005) explained that within the teacher education classroom, teacher educators may identify strongly with K-12 classroom teachers and see themselves as a teacher and being recognized by teachers as still part of the K-12 arena. This is similar to Dinkleman et al. (2006a) who reported that the new academics in the study maintained a working relationship with K-12 teachers so they could be recognized as still having credibility as a high school teacher. Moreover, teacher educators tell their own teacher stories and teach from their own experience to establish credibility in their classroom.

Beginning new teacher educators who have previously taught K-12 identify with a strong teacher identity (McAnulty & Cuenca, 2014) which can become a springboard for their development as a teacher educator (Hamilton, Loughran, & Marcondes, 2009).

According to Goodwin and Kosnik (2013), becoming a teacher educator happens as soon as one takes on the roles and responsibilities deemed by the education department and university. However, professional identity development is a multi-faceted process which takes time (Goodwin & Kosnik, 2013). The individual becomes a member of the academy where there may be pressure to conduct research and publish scholarly work. In addition, there may be several requirements needed to obtain tenure. Moreover, the novice teacher educator must be able to teach with understanding of how theory and practice are melded together (Bullough, 2005).

Professional identity can be developed in many ways. First, a new teacher educator's professional identity is determined biographically through their experiences and choices in their past (Olsen & Buchanan, 2017). In addition, as teacher educators transition into the university, their professional identity can also be constructed through their socialization into the academy. The new academics strive to be recognized as a teacher educators by the university faculty. Most individuals want to establish themselves in a department and work hard to transition into the university culture (Coldron & Smith, 1999; Ibarra, 1999). In addition, new teachers educators begin the process of modifying their professional identity through the way they interpret their teaching experiences (Beijaard et al., 2004), reflect on their work and professional life within the institutional context (McKeon & Harrison, 2010), develop classroom practices (MacLure, 1993), develop pedagogical learning (McKeon & Harrison, 2010), develop a deeper understanding of teaching and learning to build a "professional repertoire" (Goodwin & Kosik, 2013), work with student teachers (McKeon & Harrison, 2010, Dinkelman, 2006), and teach (Murray, 2008).

McAnulty and Cuenca (2014) explained that since many teacher educators have previously taught K-12, they tend to see themselves as a teacher, not as a teacher educator. They enter with strong identities as K-12 teachers, and these identities shape and guide their pedagogical decisions as teacher educators. They rely on their past experience in the classroom to guide their work in higher education, and they struggle to redefine and reconstruct their professional identity. Moreover, novice teacher educators struggle with their competence and authority – their credibility. According to McAnulty and Cuenca (2014), the process of becoming a teacher educator involves the completion of the following “complex tasks: the re-examination of prior identities, navigating the institutional contexts in which the teacher educator works, and constructing a new professional identity as a teacher educator” (p. 87).

The following subsections of the literature review focuses on studies conducted by teacher educators who chronicled their identity formation as they acclimated to the complex tasks of teaching in higher education (McAnulty & Cuenca, 2014; Williams et al., 2012): (a) through the re-examination of their identities prior to working in higher education (personal biography), (b) through the navigation of the institutional contexts in which they worked, and (c) through the ways they developed a changing mindset about pedagogy that contributed to the construction of new professional identity as a university-based teacher educator.

Re-examination of prior identities. Dinkleman et al. (2006) noted there needs to be a focus in research in the ways the personal biography of new teacher educators interacts with their transition into higher education as they shift their identity. According

to Goodwin and Kosnik (2013), specific aspects of personal history include background, experiences, and the influences of institutions.

Teacher educators who re-examined their identities as classroom teachers through reflection of their personal history relied on those identities and classroom experiences to help them navigate their transition into higher education (Carrillo & Baguley, 2011; Dinkleman et al., 2006a), gained insight and identified beliefs about self that shaped the way they responded to adult learners (Carrillo & Baguley, 2011; Chin, 1997; Dinkleman et al., 2006b), and guided their practice (Grierson, 2010; Hayes et al., 2014; Lunenberg and Hamilton 2008). Furthermore, Lunenberg and Hamilton (2008) gained insight into their profession as they reflected on their personal history and made connections to their own practice. Subsequently, they modeled the process of self-reflection based on personal history for student teachers, providing opportunities for them to reflect on and discuss their own personal history and beliefs prior to student teaching. That study supports Olsen's (2008) view that "identity is a pedagogical tool used by teacher educators to understand teacher development in practice" (p. 5).

Many of the teacher educators who conducted self-studies relied on their autobiography of teaching in K-12 as they built their sense of credibility with the teacher candidates (Carrillo & Baguley, 2011; Dinkleman et al., 2006a, 2006b), with their colleagues, and with school personnel outside of the university (Dinkleman et al., 2006a). Most new teacher educators reported that they were excited and ready to transition into higher education, and confident that their prior teaching or administrative experience would support them in their new role (Grierson, 2010; Viczeko & Wright, 2010; Wood & Borg, 2010). However, as they transitioned into the academy, new teacher educators

experienced self-doubt and uncertainty in their abilities (Wood & Borg, 2010).

Moreover, they experienced a loss of professional confidence and credibility as a teacher educator (McDonough & Brandenburg, 2012). As novice teacher educators struggle with insecurity and the need to maintain credibility, they may rely on their previous classroom experience rather than crafting a new professional identity (Dinkleman et al., 2006b; McAnulty & Cuenca, 2014; Nicol, 1997).

Navigating institutional contexts. Within the context of educational institutions, Bullough (2008) contended that identity impacts the “kinds and quality of professional communities that are formed as well as the programs developed” (p. 52). For example, the recognition of status between different departments within a university, the expectations of the university, as well as the duties and responsibilities performed within the institution impact the identity of the individuals who work there, which in turn influences the programs, departments, and the goals of the institution. Subsequently, the program decisions affect what students learn and impacts whether they will live with purpose.

The review of the literature indicated that many teacher educators new to the academy found it challenging to navigate through the institutional context as they transitioned into their roles and developed their identity as a university-based teacher educator (McAnulty & Cuenca, 2014; McDonough & Braddenburg, 2012; Swennen et al., 2009; Williams et al., 2012). Dinkleman et al. (2006a) explained institutional context as the “explicit and implicit set of norms, mores, message, supports, and requirements established by the university” (p. 37). Educators develop a professional identity within institutions, settings, and constraints, and the way the person responds to institutional

contexts is unique and based on his or her background (White, 2009). New teacher educators enter the academy with well-established identities of teacher, teacher leader, and administrator. Their transition into higher education necessitates that new teacher educators assume “new roles” and “adopt the “social norms” (Ibarra, 1999, p. 764). They may experience tension with unfamiliar expectations, roles and responsibilities within the academy. During this time, new academics may wrestle with conflicting identities and their identities may change according to the institutional context to which they belong (McAnulty & Cuenca, 2014; White, 2009).

A sense of belonging. According to the literature, new teacher educators desire to establish a sense of belonging as they first enter the academy (Hayes et al., 2014; Pinnegar, 1995; Williams et al., 2012). However, as they are developing their identity as a teacher educator, they feel tension to belong in a new professional community. They want to find colleagues to collaborate and share ideas about education (McDonough & Braddenburg, 2012; Swennen et al., 2009; Williams et al., 2012).

Through self-studies, new teacher educators reported that they felt isolated and uncertain as to where they fit within the university (Dinkleman et al., 2006a; Hayes et al., 2014). Hayes et al. (2014) noted that as new teacher educators, they were trying to making sense of their new environment within higher education. They wanted the new context to become familiar and comfortable by connecting with colleagues and students. Moreover, novice teacher educators wanted to be part of a collegial environment where they would be supported through research and tenure advancement. The new academics wanted “to feel valued” because their research work made “a positive contribution” to the academic community (p. 130).

Hayes et al. (2014) reported that it was through self-study [research] and collaboration that they felt supported and challenged in their discourse with other new teacher educators. The new teacher educators felt they were part of a learning community committed to supporting one another in their research to “transform personal and collegial practices” (p. 143).

In Swennen et al. (2009), the beginning teachers reported that they felt a sense of isolation with the heavy workload and pressure to engage in research. However, they found ways to assimilate and belong in their department by reaching out to their colleagues for support. They felt that they could share their concerns and gain knowledge from colleagues both inside and outside their department.

Overall, some new teacher educators found ways to assimilate into higher education and established a sense of belonging by taking courses (professional development) to support their role as a teacher educator, building networks of support with colleagues, and collaborating with colleagues in research studies to study their practice (Carrillo & Baguley, 2011; Chin, 1997; Dinkleman et al., 2006a).

The teacher educators who conducted self-studies initially were elated with their decision to work in higher education. They assumed their experiences as K-12 teachers and administrators had prepared them for teaching in higher education, and they assumed the transition would be seamless. However, as they began their transition into the academy, they experienced difficulties adjusting to their roles and responsibilities as teacher educators, and they experienced feelings of angst, frustration, tension, and self-doubt. These feelings during the initial transition into higher education demonstrates Sloan’s (1986) description of the first phase in the stages of transition. Specifically, after

a person commits to a decision of transition, he or she experiences a combination of feelings as he or she begins to realize his or her decision has brought about significant change in his or her life (Mezirow, 1991). This transition of mixed emotions reported by new teacher educators is reminiscent of studies by Morberg and Eisenschmidt (2009) and Ibarra (1999). During the transition, the beginning teacher educators are dealing with many emotions as they are “learning the knowledge, skills, qualities, norms and manners valued in the university” (Ibarra, 1999, p. 104). It is a process of socialization for new teacher educators that requires time for them to assimilate into the academy (Morberg & Eisenschmidt, 2009; Ibarra, 1999).

Pressure and Demands. The literature revealed that some beginning teacher educators experienced institutional political or power structures that challenged their sense of belonging (Guilfoyle, 1995; Pinnegar, 1995; Staniforth & Harland, 2003). Beginning teacher educators experienced a sense of tension and frustration as they perceived a clash between their beliefs and values and that of the institution (Gourlay, 2011; Williams et al., 2012) and an uncertainty about institutional requirements and research demands. Williams et al. (2012) reported through their self-study that as new teacher educators, they felt pressured to teach in particular ways at the university that were contrary to their beliefs about teaching and learning. They felt “exasperated when institutional demands impinged upon their desire to teach in authentic ways grounded in their belief about good pedagogy” (p. 253). Moreover, they wanted to preserve their sense of self with “strong beliefs and values that guide their work” (p. 253).

Similarly, Viczeko and Wright (2010) experienced a conflict of roles between the institution and themselves. When thinking about their philosophy of education and

pedagogy, they perceived learning as collaborative and experiential. However they felt pressure to transmit “theoretical expertise and research-based practices” (p. 20). In addition, there was conflict with the way Lisa (Wright) wanted to assess learning in her courses. She valued narrative assessments versus multiple choice assessments. Lisa’s values of learning and teaching were in conflict with the established roles and educational philosophy of the institution, which created tension as she tried to fulfill her roles and responsibilities.

Acquiring new pedagogical practices. As new teacher educators transition into higher education, they enter with strong identities as K-12 teachers, and these identities shape and guide their pedagogical decisions as teacher educators (McAnulty & Cuenca, 2014). They rely on their past experience in the classroom to guide their work in higher education. Their identity is intertwined with the roles and responsibilities performed during their earlier teaching experiences (Dinkleman et al., 2006b).

However, new teacher educators realize that the identity of a teacher educator is different from their prior professional identities (Dinkleman et al., 2006b; McAnulty & Cuenca, 2014; Viczeko & Wright, 2010; Wood & Borg, 2010). They understand that they need to acquire new ways to teach in higher education, and to adjust their pedagogy and assumptions about teaching and learning in higher education (Dinkleman et al., 2006b; Gourlay, 2011; Grierson, 2010; Marin, 2014; Nicol, 1997).

New teacher educators conduct self-studies to study their own practice. Viczeko and Wright (2010) noted that “reflection and enquiry are critical factor in the successful practice of a new teacher educators” (p. 18). They participated in collaborative dialogue which fostered self-reflection, wrote narratives about their personal experiences, and

collaborated with experienced instructors inquiring into the practice of teacher education. Through self-study they began to develop their identities and practices as teacher educators.

Nicol (1997) conducted a self-study researching her practice as a graduate student teaching a math methods course. Nicol explained that sharing her narrative “provides opportunities to reflect upon and deepen her understanding of teaching and learning to grow and to change both personally and professionally” (p. 115). Through reflection, she came to understand her shifting identity and made changes in her pedagogy, which helped to develop her identity as a teacher educator.

In Dinkleman et al. (2006a, 2006b), the two new teacher educators initially felt tension transitioning into a large research university. However, they found a way to ease into their roles and responsibilities by completing a course on teacher education, developing new social networks, collaborating with faculty during faculty meetings, and participating in a research study. Moreover, in Carrillo and Baguly (2011), the new teacher educators explained that research was emphasized over teaching at the university. They experienced isolation as they tried to establish this new identity as researchers. They found a supportive environment which offered opportunities to enroll in a course for new academics and joined a research group. They understood it was important to work collaboratively with other colleagues in order to gain research experience that assisted them in studying and developing their teaching practices.

Although McKeon and Harrison (2010) did not conduct a self-study, the results identified the pedagogical development of five beginning teacher educators in the first three years of their career. The researchers focused on pedagogical practices and their

developing pedagogic reasoning. The teacher educators reported that they were more reflective about their practice and conscious of their student teachers' learning about teaching by the second and third years. The new academics developed confidence to facilitate conversations about pedagogical practice with their student teachers. Their professional identity was constructed as they worked and managed student teachers, worked with mentor teachers in the elementary schools, collaborated with colleagues in curriculum and pedagogy development projects and research. In addition, their pedagogical expertise was recognized by the faculty. They were invited to take on more teaching and administrative roles.

Summary

New teacher educators' prior K-12 experiences impact their beliefs, attitudes, values, and misconceptions about teaching and learning (Dinkleman et al., 2006a; Goodwin & Kosnik, 2013; Lunenburg & Hamilton, 2008). New academics enter teacher education with specific theories about teaching and learning (Goodwin & Kosnik, 2013) and they draw upon their professional experiences as they teach courses in the academy. They come into the academy with very deep beliefs that have influenced who they are as a teacher and their perception of teaching and learning. Therefore, it is important that new academics participate in self-studies and self-reflection as part of the process of constructing professional identity as they identify their beliefs and biases about teaching and learning (Goodwin & Kosnik, 2013).

Once they begin teaching at the university, new teacher educators realize that they cannot solely rely on their expertise as a K-12 teacher when working with pre-service teachers (Zeichner, 2005). Swennen et al. (2009) stated that the transition from teaching

to teacher education is reconstructing the way one thinks about teaching. Teaching in higher education is a complex process. Many teacher educators come into higher education as expert teachers, but they lack the knowledge and skills needed to teach at the higher level of education (Dinkleman et al., 2006a; Gullifoyle et al., 1995; Knowles & Cole, 1995; Murray & Male, 2005; Sweenen et al., 2009). More extended pedagogical skills are needed than those required of classroom teachers. Teacher educators need to have an extensive knowledge base and skills to teach their content subject as well as the knowledge and skills about how to educate teachers (Nicol, 1997; Swennen et al., 2009). Moreover, teacher educators serve as models for the pre-service teachers and need to be able to communicate explicitly with the pre-service students about their learning and teaching (Swennen et al., 2009) as well as modeling the types of pedagogies that the pre-service teachers will need when they begin teaching (Bullock & Christou, 2009). When novice academics realize they need to begin to develop a changing mindset about pedagogy, it contributes to the construction of a new professional identity as a university-based teacher educator (Williams et al., 2012).

Chapter 3: Methodology

This study followed a qualitative, narrative research design. The rationale for using a narrative design was connected with the purpose of this study and the nature of narrative research: to understand the personal experiences of university-based teacher educators who had taught in K-12 schools and to explore their perspectives on professional identity as they transitioned into higher education (Creswell, 2005; Merriam, 1998). Creswell (2005) noted that the narrative researcher focuses on understanding an individual's past experiences and how those experiences may contribute to present and future experiences. In this study, the respondents were asked open-ended questions that provided an opportunity for them to share different educational experiences that followed a chronological sequence: teaching experiences, doctoral studies, transitions into higher education, and current teaching positions and contribution to the community.

Narrative research can be found in literature, history, anthropology, sociology, psychotherapy, psychology sociolinguistics, and education (Creswell, 2005; Josselson & Lieblich, 1993; Ollenshaw & Creswell, 2002). The narrative inquiry emphasizes the importance of learning from the participants through their stories. People tell their stories “for the purpose of understanding, conveying and creating the meaning of their experiences” (Stuhlmiller, 2001, p. 64). Through the stories told, people share their perceptions and the feelings that guide them through their experiences. Furthermore, narratives can portray the courage of the human spirit and recovery through difficult obstacles, which can inspire hope in the listener. Stories can also be a powerful catalyst

for change in the person telling the stories as well as the listeners hearing them (Stuhlmiller, 2001).

When conducting a narrative study, the emphasis is placed on understanding the respondents' experiences as well as their perceptions of what has occurred (Patton, 2002). Similarly, narrative researchers Clandinin and Connelly (2000) explained that narrative inquiry is a way of understanding an individual's experiences as well as the way the individual interacts with others. People naturally use stories to describe their experiences, and narrative inquiry is a way in which to share and document those narrative experiences. Clandinin and Connelly (2000) also explained that educational studies represent a variety of experiences within the school setting and should be studied narratively. Creswell (2005) concurred and explained that narrative research can offer useful insights for educators who are studying the personal experiences of teachers, students, or other school personnel within school sites. This study used a narrative design aimed at gaining a deeper understanding of the personal experiences of university-based teacher educators who were once elementary teachers as they transitioned into higher education.

Research Design

Narrative research is an all-encompassing category for a number of research practices and forms (Creswell, 2005). When determining the research design of the study, I used some of Creswell's (2005) checklist questions: "Who records or writes the story? How much of a life is recorded? Who provides the story?" (pp. 475-476). Since I recorded the stories of teacher educators based on single events in their lives, the design of the narrative research was a personal experience story that focused on respondents'

personal experiences identified within their different educational experiences (Denzin, 1989, as cited by Creswell, 2005).

The key characteristics of a narrative design include individual experiences, chronology of the experiences, collecting individual stories, restorying, coding for themes, context of setting, and collaborating with participants (Creswell, 2005). This narrative study explored an educational research problem through understanding the experiences of four teacher educators by gaining practical insights into their lived experiences (Creswell, 2005). Furthermore, when respondents shared their stories, they may have felt that their stories were important and that they were heard. Sharing their stories may have helped them understand topics they needed to process. This study focused on understanding the respondents' teaching experiences and how their stories contributed to their past and future experiences.

Purpose of the Study

This study inquired into the ways teacher educators, who once taught elementary grades, have come to understand and describe their professional identity within the context of higher education. It explored how their previous teaching experiences and identity were relevant to their roles and identity as a teacher educator. Furthermore, the study investigated the challenges and support the respondents received as they transitioned into higher education, and how they came to understand their beliefs about teaching and learning within the context of higher education.

Research Questions

The overarching question that guided the focus for the study was the following:
In what ways do university-based teacher educators, who once taught elementary grades

prior to receiving their doctorate, understand and describe their professional identity as beginning teacher educators? In order to gain a deeper understanding of the transitional change of teaching elementary grades to working in higher education, the following four sub-questions were posed:

1. In what ways do beginning university-based teacher educators, who were once elementary classroom teachers, identify their personal motives in becoming a teacher educator?
2. In what ways do beginning university-based teacher educators, who were once elementary classroom teachers, identify how their previous teaching experiences and teaching identity are relevant to their new roles and identity as university-based teacher educators?
3. In what ways do beginning university-based teacher educators, who were once elementary classroom teachers, identify the challenges and support experienced as they transitioned from teaching primary grade students to working within the community of higher education?
4. In what ways do university-based teacher educators, who taught elementary grades prior to receiving their doctorate, come to understand their beliefs about teaching and learning within the context of higher education?

Respondent Selection

The respondents in the study were selected based upon the procedure of purposeful sampling that is typically used in qualitative research (Creswell, 2007). By purposefully selecting participants for the research inquiry, there was a greater

opportunity they could shed a deeper, more extensive understanding of the research problem being studied (Creswell, 2007; Patton, 2002).

Four respondents participated. In qualitative research, the selection of samples is typically small and is selected purposefully to understand the “phenomenon in depth,” (Patton 2002, p. 46). The validity of qualitative inquiry [was] based more on the “information richness of the [participants] selected and the observational and analytical capabilities of the researcher than with the sample size” (Patton, 2002, p. 245).

Criteria for the selection of participants were as follows: Each participant held a doctorate in an education-related field, taught (or recently retired) full-time on a tenure track in teacher education for at least three years; and taught elementary (K-6) in a California public or charter school in the years prior to teaching in higher education. Patton (2002) identified the snowball or chain sampling as one strategy for purposefully selecting and locating information-rich cases. Since the topic of research was not sensitive, the participants for this study were selected using the snowball or chain sampling. The process began by asking individuals from higher education (members of my dissertation committee) to recommend names of university-based teacher educators who had once taught elementary grades (K-6) prior to teaching higher education and who would be a good respondent for the study. In addition, I asked the first individual who agreed to be a part of the study if she knew of colleagues who fit the criteria of the study; she gave me names of colleagues who worked in the education department at her university. Lastly, I emailed a description of the study to the education departments of three local universities and received the name of an individual who fit the criteria. In this way, the use of the snowball or chain sampling helped to identify participants who fit the given criteria and

who were able to provide personal narratives of their experiences and perspectives as they transitioned from elementary to teaching higher education.

I obtained the names of four possible participants and emailed a letter (see Appendix A) to each. The letter described the purposes of the study, explained the respondent's involvement, and requested that the individuals contact me by email if interested in participating. Once I received the responses from the four interested university-based teacher educators, the first interview was scheduled with each one. I met with three of the respondents in person, and I had a telephone interview with the fourth respondent. During the beginning of the interview, I discussed my educational background, the reasons for conducting the study, and the ways the data would be collected and analyzed. Participants were given or sent a copy of the Human Subjects Consent to Participate form (see Appendix B) to read and sign, which I collected at that time.

Data Collection

The purpose of incorporating multiple sources of data collection in research is to enhance the validity of the study and to develop a deeper understanding of the experiences and perspective of the respondents (Patton, 2002). Creswell (2005) noted that one way to "increase the accuracy of the findings" is by confirming the evidence from different methods of data collection (p. 252). However, Patton (2002) explained that data collected from different sources may result in different findings but that would not weaken the credibility of the study. The inconsistencies may provide an opportunity for the researcher to delve deeper and gain insights into "the relationship between inquiry approach and the phenomenon under study" (p. 248).

At the beginning of the first interview, I briefly summarized the purpose of the study, methodology, and the benefits of the study. Respondents signed the Human Subjects Consent to Participate form to acknowledge their understanding of the purpose, design, and methodology of the study. In order to provide confidentiality of the respondents' identity and disclosed information, pseudonyms were used to conceal the identity of the participants and the study setting (Patton, 2002).

Interviews. According to Patton (2002), the purpose of a qualitative research interview is to “enter into another person’s perspective, and come to understand how they view their world” (p. 341). As the researcher conducts the interview and listens to the stories, he or she comes to understand the feelings, thoughts, and intentions of the participants. Patton explained that it is through qualitative research interviews that the researcher is able to understand “the complexity of [the participant’s] individual perceptions and experiences” (p. 348). Furthermore, the research interview provides opportunities for the respondents to have their voices heard and express their perceptions and beliefs in their own way.

Clandinin and Connelly (2000) stressed the importance of establishing a relationship between the researcher and the respondents. They explained that “narrative inquiry is relational” (p. 81). During the interview, researchers need to be present and convey a listening stance with their participants yet step aside to observe the details of “the stories of the participants as well as the larger landscapes” in which the stories are nested (p. 81). Moreover, the relationship between the participant and researcher has the potential to shape the nature of the interview and determine the ways in which the respondents respond during the interviews. Stuhlmiller (2001) similarly noted that by

“conveying empathy, respect and genuineness,” the respondent will be willing to share rich data because he or she trusts the researcher with the story (p. 67). Furthermore, the way the researcher asks research questions and responds to the participant (e.g., smiling, asking for clarification, bored, raised eyebrows) impacts the way the respondent answers the questions and responds to the researcher (Clandinin & Connelly, 2000; Stuhlmiller, 2001).

In this study, two standardized open-ended interviews (Patton, 2002) were conducted with each of the four respondents. Patton noted that standardized open-ended questions helped to locate, organize, and compare data when beginning the data analysis. Participants received a copy of the interview protocol before the interviews took place (see Appendix C). Throughout both interviews, the respondents had the opportunity to freely share their stories, reflect upon their experiences, and express their feelings and perspective.

The purpose of the first interview was to gather background information on the respondents’ educational experiences and their motives in becoming a university-based teacher educator. Initially, many rich stories were collected during the first interview as the respondents shared their journey of how they came to work in higher education. The questions in that interview were chronologically organized around the timeline of their educational career beginning with their K-12 teaching experiences, doctoral studies, and their transition into higher education. The purpose of the second interview was to understand the respondents’ beliefs about learning and their teaching experiences in higher education. The interviews were transcribed from a digital voice recorder, and the accuracy of findings were examined through the process of member checking.

According to Creswell (2005), member checking involves presenting the results of the study to the respondents, who in turn check to determine if the description and analysis is complete, correct, and fair. The participants in this study received copies of their interview transcripts and an analysis of the data; they then had the opportunity to provide feedback on the completeness, accuracy, and interpretation of the transcripts and analysis.

Documents. Documents are records that help researchers obtain information about the respondents and their work places. Moreover, they serve as a direct way to validate, support, or supplement the interviews (Patton, 2002). Documents such as respondents' journal entries are considered a good source of information for a qualitative study because they are in the language of the respondents and provide an opportunity for these individuals to thoughtfully record their experience in their own words (Clandinin & Connelly, 2000; Creswell, 2005).

First, the respondents were sent four background questions prior to the first interview. Second, the respondents had the opportunity to respond to two journal prompts. The first journal entry was posted before the first open-ended interview; it asked them to describe their journey in becoming a university-based teacher educator. The second journal entry was posted after the first open-ended interview and asked respondents to identify two major challenges and two means of support that they experienced during the transition to university-based teacher education. The purpose of the journal entries was to give the participants an opportunity to reflect and tell their stories regarding their experiences of transition into teacher education (See Appendix D for the protocol for the journal entries.)

Alignment of Research Goals and Data Collection Strategies

Table 2 diagrams the alignment of the research goals and the data collection strategies. An “X” has been placed on the chart where the methods of data collection address the research goals.

Table 2. Alignment of Research Goals and Data Collection Strategies

	In-Depth	Journal	
Research Goals	Interview	Email	Entries
Identify personal motives	X	X	
Identify how teaching experiences and teaching identity are relevant to new roles and identity as teacher educator	X		
Challenges and support through transition	X		X
Understand beliefs about teaching and learning within higher education	X		
Understand and describe identity as beginning teacher educator	X		X

Data Analysis

The first phase of data analysis involved coding the data using in vivo coding. According to Saldaña (2011), in vivo coding is appropriate for novice researchers who

are learning how to code data and for qualitative studies that “prioritize and honor the respondent’s voice” (p. 74). Therefore, using in vivo coding was applicable to this study since the respondents’ voices were honored as they told their stories. The codes included short phrases from the actual language of the respondents found in the transcripts.

I read the interview transcripts paying attention to words or phrases that seemed to be the essence of the sentence or multiple sentences. The data were organized in a two-column table. The transcripts were typed on the left side and the in vivo codes were typed on the right. I also highlighted sections of the transcripts that seemed extremely pertinent to the research questions. During the coding of the data, I periodically reflected and summarized the respondents’ comments through memo writing (Saldaña, 2011).

The rationale for using in vivo coding was to organize the transcripts into manageable phrases that helped me gain an understanding of the essence of the respondents’ responses. Furthermore, these phrases were used in the analysis of the narrative data.

In narrative research, data analysis consists of analyzing the respondents’ narratives, then writing about the individual’s life using a chronology of events (Creswell, 2005). According to Creswell (2005), analysis of narrative data includes first collecting the stories through a variety of sources such as interviews and journal entries, then analyzing the stories for narrative elements (setting, characters, action, problem, and resolution).

As part of the data analysis, an in-depth narrative was prepared for each respondent. The narrative included the respondent’s educational career, which began with his or her teaching experiences (or experiences prior to teaching) and ended with his

or her current status as a teacher educator. The purpose of organizing the narratives chronologically was to gain an overall understanding of their educational careers.

The in vivo codes (phrases) and sections of the transcripts were compiled electronically into episodes that included the setting, character, action, problem, and resolution when applicable. Next, the episodes were organized into a detailed narrative and sent to the respondents to check for accuracy. Writing the in-depth narratives was part of my process for understanding and learning about the respondents' educational career.

Narrative analysis is based on the process of *restorying* in which the researcher gathers stories, analyzes them for key story elements, and then rewrites the story to place it in a chronological sequence (Creswell, 2005). The following steps were used in this restorying process:

1. I reviewed the raw data that described the educational stories as a tutor, teacher, teacher leader, administrator, doctoral student, and new teacher educator.
2. I analyzed the raw data identifying the key elements of a story in literature: setting, characters, actions, problems, and resolutions. The key elements of the respondents' stories were then organized into a table modeled after one Creswell (2005) adapted from Ollerenshaw (1998). Creswell (2005) explained that a researcher can use the table as a means to organize the raw data in order to clearly identify the elements of the story.

3. Each table included the following headings: setting, characters, actions, problems, and resolutions. I electronically cut and pasted the identified key elements from the transcripts and in vivo codes into the table.
4. I used Creswell's (2005) description of the five key story elements (p. 482) as a guide in organizing the raw data into the specific categories in the table as follows:
 - Setting: context, environment, conditions, place, time, locale, year, and era
 - Characters: respondent's personality, behaviors, style, and patterns
 - Actions: movements through the story illustrating respondent's thinking or behaviors
 - Problem: questions to be answered or phenomena to be described or explained
 - Resolution: answers to the question and explanations of what caused the respondent to change (turning point); the answer to a question or the conclusion of the story
5. I constructed six to seven tables per respondent, then used the data from each table to sequence six to seven concise narratives, including setting, characters, action, problem, and resolution. Since the respondents' stories were interspersed throughout the interviews, the restorying process helped to sequence and provide continuity within the stories.
6. The final narrative included in the study depicted the chronological order of the respondents' educational careers. The two-page narrative included

sections of the restoried narratives. The final narrative was sent to the respondents requesting their input for accuracy and completeness. In addition, the respondents were asked for their input as to what details they might want to add or delete from the narrative. Their input helped to clarify some facts regarding their roles in higher education and relationships with their colleagues.

In order to identify themes within the collected data, analysis in this study followed the procedures described by Creswell (2005):

1. I read all of the transcriptions, in vivo codes, and narratives carefully to get a sense of the whole. Ideas were jotted down in the margins as they came to mind.
2. I started by reading and coding the transcripts of the first respondent who was interviewed. The process involved circling and underlining text segments and assigning a code word or phrase that accurately described the meaning of the text segment in the margin.
3. After coding the entire text, I typed in all of the code words organized by specific questions. This made it easier to look for similar codes and reduce the list of codes to a smaller, more manageable number.
4. I did the same coding process with the transcripts of the other respondents.
5. I read and compared the typed codes for each respondent to find similar codes and patterns, then organized them in a table based on the educational experiences of teaching elementary grades, doctoral studies and teaching in higher education. I continued to rework (collapse, reorganize) the codes in the table and

ended up with ten patterns. From those ten patterns, I eventually identified four themes. According to Creswell (2005), themes (also called *categories*) are similar codes aggregated together to form a major idea of the database. The four themes were identified by examining codes that the participants most frequently discussed, and had the most evidence to support them, or those that I found when studying the phenomenon of transitioning into higher education.

6. I took the list of themes and went back to the data to find specific quotes from participants that supported the themes.

For each participant, data collection sources consisted of two standardized, open-ended interviews and journal entries. Analyses of the data included coding the data using in vivo coding, writing an encompassing narrative of the respondents' educational career, and restorying the data that included their stories. The following steps were used to identify the themes from the data: identifying segments of information, labeling the segments with codes, grouping the codes into themes, and identifying examples from the data that support the themes.

Role of the Researcher

My role in the study was to design and conduct the study in a professional and ethical manner. In addition, I formally asked respondents if they were interested in being part of the study, explained to them the topic and purpose of the study and the methods of data collection, provided a Human Subjects Consent to Participate form for them to sign, and secured days and times of interviews.

Throughout the interview process, respondents had the opportunity to share their stories, insights, and personal experiences. One of my most important roles was to

establish mutual trust, respect, and rapport with the respondents. Furthermore, it was important that I earnestly and respectfully listened so that I understood their perspectives and portrayed their stories accurately. The respondents' information was kept confidential through the use of pseudonyms. I collected data through interviews and electronic documents (entry questions, journals), then analyzed the data by searching for themes, patterns, and trends.

Lastly, I analyzed, interpreted, and wrote the results and conclusion by providing rich description of the meaning of the participants' experiences. Furthermore, I developed an interactive relationship with the participants by inviting them to provide feedback on collected data, analysis, and interpretation.

Assumptions

Moreover, I assumed the following:

- The perspective of others is important, understandable, and can be made explicit through qualitative interviewing (Patton, 2002).
- Respondents would provide information that was true and reflective of their opinions and ideas.
- The stories and experiences of university-based teacher educators, who once taught elementary grades prior to teaching in higher education, are different from those who did not teach elementary school prior to becoming a teacher educator.
- The respondents would be willing to tell stories based on their experiences and reflect on the ways they understood professional identity as it relates to teaching in higher education.
- Facts of their stories may have been forgotten over time.

- The perspectives and identity of an elementary teacher would change as the individual transitioned into higher education.
- Including multiple respondents in this study might result in multiple perspectives of a given occurrence.
- “The way an interviewer acts, questions and responds in an interview shapes the relationship and therefore the ways participants respond and give accounts of their experience” (Clandinin & Connelly, 2000, p. 110).

Trustworthiness and Credibility

The research study focused on university-based teacher educators who once taught elementary grades in public education, specifically, on the ways in which they understood and described their professional identity as beginning university educators. The data collected represented an in-depth view of the thoughts and beliefs of the participants based on their experiences as elementary teachers who had transitioned to higher education. While all of the respondents also taught a short time in middle school (grades 7-8), the focus of the study was on teaching in the elementary grades. Therefore, the study was limited to the viewpoint of elementary teachers who had a short experience working in middle school and did not represent the viewpoint of teachers who taught secondary prior to working with adults in higher education. Furthermore, the respondents' educational experiences and years of teaching may have influenced the way they answered the research questions. In addition, their former educational experiences may have affected the way respondents perceived their professional identity as they transitioned into higher education.

Limitations in data collection. The interviews were limited to a specific time and place. During the structured interviews, participants may have chosen not to share specific experiences or the data may have been incorrectly recalled (Creswell, 2005; Patton, 2002). In addition, the participants' responses may have been influenced by their emotions due to anxiety, fear, anger, or fatigue (Creswell, 2005). Furthermore, the researcher and the participants may have reacted to each other during the interview, which may have caused friction; therefore, the collected data may not have been entirely accurate (Patton, 2002). Connelly and Clandinin (1990) noted that some participants may have distorted the data (e.g., provided a story with a fairytale ending), which could have been an issue here since the collection of data in a narrative research study relies "heavily on self-narrated information from participants" (Creswell, 2005, p. 484).

Other limitations of the study may stem from the use of journal entries. Initially, one respondent did not want to write the journal entries but rather chose to answer the journal questions during the interviews. Another respondent wrote one journal entry. However, after the first interview, I learned that she had had a terrible experience in her doctoral studies and hated to write. Therefore, I did not ask her to write another journal entry. She loved to talk and tell stories, and I gathered rich details from her interviews. I eventually received written journal entries for specific challenges and support from all of the respondents, but not in the time frame of the intended journal writing protocol. All of the journal questions were addressed during the interviews.

Creswell (2005) suggested that researchers can strengthen a study by creating opportunities for active collaboration with the participants and discussing the participants' stories. In this way, researchers report only those stories the participants

have given permission to use, and the final stories reflect the participants' voice rather than the researcher's story. Creswell further noted that researchers are "reflective about their own personal and political background which affects how they restory the account" (p. 57).

Researcher Positionality

With regard to qualitative research, I made philosophical assumptions in how this narrative qualitative study was conducted (Creswell, 2007). These assumptions were drawn from the interpretivism (social constructivism) paradigm. According to Patton (2002), "constructivists study the multiple realities constructed by people and the implications of those constructions on their lives and the interactions with others" (p. 96). Ontologically, I assumed that there were multiple realities when transitioning from teaching elementary grades to working in higher education, and it was important to depict (value) the experiences and perceptions of these particular teacher educators. My epistemological assumption was that by interviewing teacher educators who once taught elementary grades, I could study their experiences and come to understand their perspectives on the transition into higher education. Moreover, the axiological assumptions depicted my values, personal experiences, and biases that played a role in the types of questions I asked, the analysis of the data, and the conclusions I drew. Lastly, I assumed that methodologically conducting an interview with open-ended questions would allow me to deeply understand the experience of these former elementary teachers transitioning into higher education (Creswell, 2007).

Patton (2002) noted that in a qualitative study, the researcher carefully reflects and reports personal bias in order to collect, analyze, and interpret qualitative data with

credibility and trustworthiness. Moreover, the researcher is “the instrument of qualitative inquiry” (Patton, 2002, p. 566). Therefore, in the following section, I have identified and discussed my beliefs and biases as an elementary classroom teacher to minimize researcher bias.

First, I perceived that my teaching stance was based on constructivist thinking. Constructivism is not a teaching strategy based on a specific curriculum; rather, it is a mindset that consistently focuses on engaging students in active learning. Through discussions, students collaborate, negotiate, and share meanings with other peers and a variety of experts. Students are seen as shapers of meaning and knowledge. Through a constructivist teaching mindset, students improve critical thinking and problem-solving skills. They are able to transfer the learned skills as they encounter new situations (Meeks, 2002). Second, my past experiences and beliefs were interwoven throughout the study, and the following section depicts my background information and biases toward teaching and learning.

Undoubtedly, my past experiences and the people I have come in contact with were influential in helping me find my path in becoming a teacher. I have known, since I was nine years old, that I wanted to be a teacher. There were individuals who had a significant influence on my decisions in becoming a teacher. One was a first-grade teacher who taught in a small, rural school district located in a tight-knit, farming community. She also had a passion for teaching music and conducted private piano lessons out of her home for many years. After the piano lesson, she shared her “teacher stories” with me. She described in great detail scenarios of working with students, making home visits, and classroom musicals. I wanted to be a teacher just like her. She

was a caring and compassionate person. It was evident she loved teaching and her stories fueled my dreams. Reflecting over my career, I realized that the desire to become a teacher was a vocational calling, and it was the sharing of stories from different individuals that inspired and encouraged me in my decision to become a teacher.

Currently, I am a public school teacher who has taught elementary students for more than 30 years. During my career, I have taught 5th, 4th, and 3rd grades in Title I schools and non-Title I schools. For the last 12 years, I have taught 3rd grade. During my career, I have been a cooperating teacher for student teachers as well as a support provider for BTSA (Beginning Teacher Support and Assessment). I am also a doctoral candidate and have considered teaching at the university after earning a doctorate in Curriculum and Instruction.

I believe the role of the teacher is to guide students and cultivate a love for learning. It is important to support students in how to question and become independent thinkers. As students collaborate with their peers and interact with guest speakers, they are able to expand their perspective beyond the textbook. Moreover, students should be given opportunities and resources to research their own topic of interest and share their knowledge with the class. Their life experiences and interests should be connected to the lesson. In my classes a variety of learning modalities are incorporated within the lessons, so students are engaged and motivated to learn. Finally, students are engaged in collaborative conversations throughout the day with the purpose of sharing information and demonstrating their understanding. Students who are engaged in their own education are more motivated to learn.

I have always considered stories to be powerful and through listening and documenting stories, I honored the lives and voices of the respondents. I have had limited opportunities in conducting interviews. As part of my doctoral studies, I conducted a narrative pilot study in which I interviewed a teacher and an administrator with the purpose of listening and reporting their perspectives on the No Child Left Behind legislation. Outside of the educational setting, I have interviewed elder family members who have since passed away. Their documented stories remain vivid and available for the next generation. On vacations, I have informally interviewed individuals in order to listen and learn from their stories. Furthermore, I practiced interviewing skills before the formal data collection for the proposed research study.

My background and experiences have some familiarity with the background of the respondents. Therefore, to reduce the effects of researcher bias, I shared my bias and personal connection to the topic of study and used differing methods of data collection “to increase the accuracy and credibility of findings” (Patton, 2002, p. 93).

Summary

This narrative inquiry focused on studying four teacher educators who had previously taught elementary grades with the purpose of understanding their educational experiences and how those experiences contributed to their professional identity as teacher educators. Data were gathered through two standardized, open-ended interviews and two journal entries. Respondents had the opportunity to describe educational experiences that followed a chronological sequence: teaching experiences, doctoral studies, transition into higher education, and current teaching position and contribution to the community. The data were transcribed and coded using in vivo coding. There were

two layers of narrative analysis in this study. First, the transcripts were used to construct an encompassing narrative for each respondent that chronicled their educational career. Second, I restoried the data that contained the respondents' narratives by organizing the key story elements (setting, characters, actions, problems, and resolution) into sequential stories. I used segments from the restoried narratives and wrote a final narrative for each respondent, which was included in the study. Lastly, I analyzed the transcripts, in vivo codes, and narratives for themes. I sent the transcripts, the larger narratives spanning their career, and the final narratives to the respondents for their input as to the accuracy, completeness, and fairness of the data.

Chapter 4: Findings

Respondents' Profiles

The four respondents in this study taught elementary grades (K-6) and middle school (7-8) prior to working in higher education. Moreover, they all expressed a passion for teaching and learning, and they had earned their doctorate from a California university. Going through their doctoral studies had provided opportunities for them to deepen their understanding about education. They also connected with individuals who stimulated their thinking and who provided a network of support. The respondents' prior experiences in K-12 and their beliefs about teaching and learning provided a strong foundation as they took on the roles and responsibilities as a teacher educator. They noted that as they transitioned into higher education, their professional identity did not change but rather shifted as a teacher educator. The core of who they were was still a teacher. The respondents enjoyed teaching in higher education and realized that their impact would be greater as they taught teacher candidates who in turn would teach the students in the classroom. All of the respondents were service-oriented and cared deeply about teaching the next generation of teachers.

Angela. Angela is an African American woman in her late 30s. She attended an R-1 university (which is known for its high research activity) in California and earned a Ph.D. and Master's during the six years of her graduate program. At the time of the study, she had taught for four years in a private university. Initially, Angela's educational goal was to become a principal and open her own school, then eventually to

become a higher education professor. However, opportunities came up that took her on a nontraditional path to higher education.

In 2006, Angela decided to become a classroom teacher. She took a job in the San Francisco Bay Area in a hybrid charter school teaching science and social studies in grades 5-8. The schedule in the charter domain was challenging. The school day began at 7:30 and the students were dismissed at 5:00. Angela recounted that it was the hardest thing she had ever done, but it gave her a deeper understanding for what it meant to be an educator of students.

Moreover being in a small charter school, the teachers got to be heavily involved in the schoolwide decision-making for curriculum, classroom management, procedures, and planning school events. With the long work days, extra weekly meetings with administrative responsibilities, and a long commute, Angela felt burned out. After much reflection, she decided that she would not continue to teach in K-12. She had years of experience working with youth and she needed to feel that she was impacting and building an institution, not just her classroom.

Angela took a research job doing educational research. In retrospect, the research job was necessary because she became a scholar and realized she loved research and statistics. Furthermore, the experience in research qualified her to teach research methods.

Next, Angela transitioned into a policy job in 2011 and was a director of a non-profit that focused on education policy. All of these experiences culminated in a perfect fit for her transition into higher education.

After six years, Angela secured a job at a small university in northern California, which was launching a Master's program. They hired her to build the processes for that program, because she had administrative experience and a scholarly background in adult methodologies. Angela's teaching philosophy is that learning is about discovery and expression (essentialism); that students should be well educated in the knowledge and learning of the past (perennialism) so they can build on it to advance society (progressivism and social reconstructionism).

Her identity coming into higher education was as a teacher, scholar, and administrator. However, she realized she now had the opportunity to help prepare and shape the hearts and minds of future generations of children as she worked with teacher candidates. Angela's identity as a teacher educator developed as she worked with the teacher candidates. Four years later, her identity as a teacher educator and scholar had shifted so even her scholarly work is directed toward helping classroom teachers be more effective. She is a person of faith and until God says for her to move, she could see herself retiring at this university. She wants to make a difference in the world, which is the foundation of her professional identity.

John. John is a Caucasian in his 60s. He completed his doctoral studies at a public university in California. At the time of the interviews, John had recently retired from a distinguished 40-year career in education. He taught grades K-8, served as an administrator, and worked for 18 years in a California state university.

As a public elementary teacher, John taught multi-age classes from kindergarten through sixth grade for 20 years in a large school district in California. He created and integrated social studies units as well as incorporated his knowledge of music into the

classroom. John cared about his students and planned his lessons meticulously with a sprinkle of creativity to help his students succeed and acquire the knowledge needed to move forward in the world and thrive.

John went back to graduate school and earned his Master's degree and administrative credential. He then accepted a new role as principal. Besides his administrative duties, he worked half time as a K-8 teacher of music and art, grades 7-8 algebra, and physical education. During his career in the public schools, John saw his professional identity develop as teacher, decision-maker, and collaborator. He felt that he had a lot to give to the field of education.

The next logical step for John was to begin a doctoral program. He felt the academic experiences were stimulating, and the doctoral courses were inspirational. The doctoral program was a welcome juncture in his life that provided opportunities to connect his philosophy of education to experiences in public education, to broaden his perspective, and to study the professional developmental school partnerships that would become a springboard for his new role in teacher education. John's teaching philosophy has developed from constructivist to constructivist progressive, to social re-constructivist.

John transitioned into teacher education because he wanted to contribute positively to higher education and help prospective and novice teachers be successful. John secured a job with a university in California in the teacher education program. John's previous research on school and university relationships in the doctoral program prepared him to lead a professional developmental school.

John saw being a teacher as a strong part of his identity in teacher education; this part of his identity always resonated with him. "Teaching was my primary interest and

passion.” Intertwined with the teacher identity was his identity as a creative artist and an inclination toward service to the teaching profession.

John’s influence has been far reaching in the field of education as he has taught students from kindergarten through higher education. He served as a leader both in the public school arena as well as in the world of academia where his passion was to provide the best education for all students. John has since retired from a forty year career in education. He and his wife (who also retired from education) are ready to let the next generation step up to lead in the field of education.

Amy. Amy is a Caucasian in her early 50s. She worked 20 years in the K-12 public school system. She attended a private college in California and earned an Ed.D. At the time of the interviews, she had taught for nine years in a California state university. Amy is dedicated to supporting teacher candidates in reading literacy so they will have a positive impact on their students. Amy’s love for learning is evident in the way she has developed as a K-12 special education teacher, Reading Recovery leader and trainer, and teacher educator.

When she was in high school, she was inspired by her high school physical education (PE) teacher and she became an adaptive PE teacher. Amy began her teaching career in central California as an itinerant K-12 adaptive PE (APE) teacher for four years. Then she earned her Master’s degree and began teaching a Special Day Class (SDC). She eventually earned her Resource Specialist certificate.

As a special education teacher, Amy became involved in the professional development of teachers while assisting with her district’s Good First Teaching Model. However, Amy began to think about the trajectory of her career and so she earned a

Reading Recovery certificate. After a few years, she became a full-time program coordinator in Reading Recovery and then a Reading Recovery teacher leader.

Reading instruction within the district was changing and Amy sensed that the Reading Recovery program would end. She wanted to stay in adult education and she thought teaching at the university level might be the next step. So she earned her doctorate and secured a job teaching reading methods at a California university. She was able to continue what she loved: working with adults and K-6 students. She felt like this was where she belonged.

Amy's professional identity did not change as she transitioned into higher education. The only thing that shifted was whom she was teaching. She still saw herself as a teacher and a leader. Her professional identity shifted to more of an expert role throughout the years. Her teaching philosophy is constructivist.

For Amy, teaching in higher education made her think about the bigger impact she would have on education. Amy is currently the coordinator of a multiple subject credential program and the coordinator of accreditation. Once the accreditation is over, Amy just wants to teach. "I do wear many hats. My favorite hat is teacher hat; that is how I want to end my career. I don't want to be a dean, I don't want to be a chair, just teach."

Sarah. Sarah is a Caucasian in her early 60s. She taught 18 years in the K-12 public school system, primarily in the elementary grades, but she also taught a short stint in middle school (7-8). She attended a public university in California and holds an Ed.D. At the time of the interviews, she had taught 22 years in higher education and was currently teaching at a California state university. Sarah is dedicated to supporting

graduate students in reading literacy so they will positively impact literacy instruction in their own classrooms.

Throughout her career, Sarah had a variety of experiences teaching K-8. She taught fourth grade, a 4-5-6 combination class, sixth through eighth reading, kindergarten, second grade, and first grade. Sarah felt that her identity was always as a teacher who supported her students and her colleagues. Her passion was literacy; it brought her joy as she saw children reading and writing. Her goal was to make learning fun and applicable.

When Sarah began working on her doctorate, she was teaching full time as a first grade classroom teacher and working as an adjunct professor teaching a reading credential class at another university. She saw teaching in a public school, teaching at the university, and taking doctoral classes as inter-connected. Her first graders were learning, and her credential students were learning. In addition, she was going to class and she was learning. Her identity was teacher and learner.

Sarah finished her course work and secured a job in the Midwest where she taught for six years at a smaller undergraduate institution. Sarah also realized that by going into higher education she would have more impact on the lives of students. After six years, Sarah decided to move back to California.

Sarah's beliefs about teaching and learning have not changed "... you differentiate your instruction of those students you have in front of [you] regardless whether they are 6 or 26. This was the way I was going to teach, this was the way I knew would work." Sarah had been teaching this way since she first started: hands-on, project-based activities, and choice. Her belief has always been that if we give students enough

support and scaffolding, they can learn anything. Her teaching philosophy is constructivism.

Sarah's perceptions about her professional identity have not changed. She is still a teacher who teaches a different size of kid. She never wanted to be an administrator; she just always wanted to teach. As a teacher, she built a relationship of transparency with her students whether they were primary or graduate students. "I guess I don't know how to do it any other way. I come to school and this is what I do. I am their professor but I am also a colleague. So maybe it is not the norm, but for me it is. It is a give and take; it is learning, but they are also teaching me."

The four participants in the study were involved in a variety of educational experiences before they entered higher education, that included working with students in a non-profit organization, teaching college courses as a graduate student and adjunct instructor, teaching in a charter or public school, teaching K-12 adaptive PE and special education, working with multi-age students in one classroom, and serving as an administrator. These experiences were part of their personal biography that served as a springboard for the development of their professional identity as a teacher educator.

The respondents' motives for transitioning to higher education were based either on an internal inward awareness (realization) that their career was at a juncture and they needed to make a change, or there were outside influences that affected their decision. Because they changed direction in their teaching career, they experienced growth, challenges, opportunities to impact education on a deeper level, and a shift in their professional identity as teacher educators.

Theme Analysis

Data analyzed in this study revealed four major themes, which reflected the respondents' thoughts and perspectives in understanding and describing their professional identity within the context of higher education. As the respondents transitioned into their teaching experiences in K-12, doctoral studies, and teaching experiences in higher education, they were impacted through *opportunities, challenges, support, and identity*. Moreover, the respondents impacted students and colleagues with their support both inside and outside of the classroom.

In Table 3, the respondents' educational experiences are used as a foundation with which to connect the themes. The left column depicts how respondents were impacted as they transitioned into each of the educational experiences. The right column shows how they supported students, colleagues, university and community.

Table 3. Impact throughout the Educational Experiences of New Teacher Educators

	Impact on Respondents	Respondents' Impact on Others
K – 12 Experience	<ul style="list-style-type: none"> - Opportunities <ul style="list-style-type: none"> • Learning • Collaboration with colleagues • Growth - Challenges <ul style="list-style-type: none"> • Teaching schedule, responsibilities • Colleagues • Administration - Identity <ul style="list-style-type: none"> • Satisfaction and passion about being a teacher <ul style="list-style-type: none"> ➤ When students “get it” ➤ Writing curriculum • Dissatisfaction with teaching conditions 	<ul style="list-style-type: none"> - Support <ul style="list-style-type: none"> • K-12 students- • Colleagues and administration <ul style="list-style-type: none"> ➤ Resources ➤ Collaborating ➤ Training ➤ Mentoring • Leadership • Teaching profession • Learning community
	Impact on Respondents	Respondents' Impact on Others
Doctoral Studies	<ul style="list-style-type: none"> - Opportunities <ul style="list-style-type: none"> • Learn new perspectives about learning and teaching • Reaffirm beliefs and philosophy • New endeavors - Challenges <ul style="list-style-type: none"> • Advisor and instructor • Lack of support for dissertation writing - Support <ul style="list-style-type: none"> • Cohort • Mentor-advisor, professor -Identity <ul style="list-style-type: none"> • Satisfaction, dissatisfaction 	<ul style="list-style-type: none"> - Support <ul style="list-style-type: none"> • Peers and cohort: <ul style="list-style-type: none"> ➤ Established support through writing groups ➤ Collaborated ➤ Brought experience to the graduate classroom

	Impact on Respondents	Respondents' Impact on Others
University Experience	<ul style="list-style-type: none"> - Challenges <ul style="list-style-type: none"> • Lack of support from department • Lack of collaboration • Retention and tenure-binder • Some students • Pedagogy adjustments • Politics in higher education - Support <ul style="list-style-type: none"> • Colleagues, faculty - Opportunities <ul style="list-style-type: none"> • Leadership, research, learning - Identity <ul style="list-style-type: none"> • Satisfaction, teacher educator, instructor, expert, trainer, teacher, mentor 	<ul style="list-style-type: none"> - Support <ul style="list-style-type: none"> • Teacher candidates <ul style="list-style-type: none"> ➢ Pedagogy ➢ Mentor—pass knowledge along ➢ Prior beliefs and K-12 practices • Future students through the new teachers • Community • University <ul style="list-style-type: none"> ➢ Service ➢ Research ➢ Dedication—make a difference

Impact of opportunities on respondents in K-12. The following section identifies how respondents were impacted through their opportunities within the K-12 teaching experiences. The respondents noted there were opportunities for learning, collaboration, and growth in their teaching experiences, which initiated a change in the direction of their careers.

Angela wanted a “lengthy career in K-12, not in the classroom, thinking my plan for myself [would be] principal [and to] open my [own] school.” Then she would “become a higher education professor and pass that knowledge along to other up-and-

coming teachers.” However, “it all sort of came out of order for me. Opportunities came up [and] it was a nontraditional path for me.” Angela earned her doctorate and then transitioned into K-12 because she felt that move was necessary in understanding and experiencing teaching full time in the classroom:

I made the decision because I had a wealth of experience working with young people, but I had not worked in the shoes of a K-12 teacher. And I felt that was a perception I was missing... I felt it was important to be a real rounded educator.

Angel’s teaching job at the hybrid charter school gave her “new opportunities for learning and personal growth.” In fact, she called it “amazing learning”:

It was important having done it. There is nothing I could have done to fill in the gap of understanding of what that job is and what that requires... being a K-12 teacher day in and day out in the academic year filling in all of those components prep, grading, fine tuning practice, meeting with students, meetings, putting it all together.

Angela also got to collaborate with colleagues, which helped her develop a deeper understanding of the multi-faceted levels of education:

Having those great collaborations in a small charter school, we also got to be heartily involved in the schoolwide decision making... We were a team, [a] family responsible for the success for the school, not just our classroom [but] getting to be a part of the decisions of curriculum, classroom management, procedures, planning a field trip, [and] school event.

As Angela worked with colleagues, she gained practical experience that expanded her perspective and fueled her desire to become an administrator.

After working at the charter school, Angela had an opportunity to conduct educational research:

I took a detour... literally crunching numbers and analyzing the California state testing... [I] got to do some great research projects: [visiting] those schools, observing, interviewing the principals, and sort of overlaying what I had read. It was amazing learning to get into the data at that level and understand a plethora of schools across the districts and really understand the accountability system.

Angela stayed longer in the research job than she had intended to, but eventually moved into a policy job:

I transitioned into a policy job [for] a year and eleven months. I ended up moving to Sacramento in 2011 to take a job [as] an educational director of Stand Up, a local nonprofit that focused on education policy... How do we help people understand the decisions the California Department of Education is making and the voices not being heard in that process. It was important work, but it was too political to me.

Through the K-12 teaching experiences and collaborative, administrative opportunities at the charter school, Angela grew as an educator. As she focused on educational research and policy, her understanding of education broadened significantly.

While still teaching elementary school, John decided to earn his Master's and administrative credential. He enjoyed the learning when he went back to graduate school. "During graduate school (1990s), I [found] out what kind of teacher I was. I see myself as a constructivist teacher." The graduate classes reaffirmed his philosophy of education and the way he had been teaching in his own classroom.

After John finished this round of studies, he had an opportunity to move into leadership. John was well-known in the district [and the] superintendent offered him a position to become a principal without advertising it in the district. "The Superintendent offered me to be a principal in the same school that I had been teaching in for 13 years. I stayed in the same school as a teacher and principal for another five years." He still taught music, art, seventh and eighth grade algebra, and PE, but John noted, "It was not as much fun teaching [because I] couldn't put in the time."

Through the new role as principal, John felt "real comfortable with adults" but he understood that he needed credibility with teachers. It was an opportunity to grow and learn in the role of administrator. However, his "most favorite job was primary, [and the]

least was administrator.” The impact of becoming a principal was that his time was divided between administrative and teaching responsibilities. He missed the opportunities where he could fully prepare for the subjects and be fully present in the classroom without the administrative responsibilities vying for his time. John identified his professional identity as “teacher, decision maker, and collaborator.”

Sarah experienced an unexpected opportunity while teaching K-12 that greatly impacted her career:

I was still a classroom teacher when I had the opportunity to work as an adjunct in higher education. My college professor... met with me and supported me by looking at the syllabi from one of the classes and walked me through how I might put it together for this reading credential class. The first night, I was thinking what am I doing here? I teach little kids. What am I doing here with big kids?

Sarah quickly realized that she was very capable of teaching adult learners and she had an opportunity to share her teaching expertise and support:

I walked out of class that first night going, this is the coolest thing ever. I loved it, because all of a sudden I got to talk about what I did every day and I got to tell them, this is what the book says, but in reality this is what happens. The book will give you the theory, [but it does not take into account] how to balance that small group of students to do reading with when you’ve got 27 other students in your room going “Yaaaaaa.”

As a beginning adjunct instructor, she had the opportunity to learn about the political aspect of higher education:

Basically I taught the classes that the regular full-time people didn’t want to teach. It was the 4 or 7 o’ clock reading credential class. The good times went to the full professors. There is a hierarchy there—if you were higher in the pecking order, you got to teach the graduate classes, where [the graduate students] wanted to be there, they were in the field.

Sarah felt invigorated in this new teaching environment:

But I found that my students were great. I loved it. I felt like we learned things together and had these big discussions. They wanted to do what I was doing. I wanted to prepare them the best that I could for their own classrooms.

Sarah was learning to navigate the university environment and becoming acclimated to teaching adult learners. She was enthusiastic about her new opportunity to share her passion about teaching and reading to future teachers.

Amy experienced two opportunities that changed her career path from teaching adaptive PE to working as a special education teacher and teacher leader within the district. While she was an itinerant, adaptive K-12 PE teacher, she took the opportunity to go back to school:

When the vice principal opened up a new school, that's when I went back to school and got my Master's, and she said you can come and be my special ed teacher. From that point on, that was my school. I was there the rest of my time and that was my family. Then when I got my first Special Day Class, it was a K-3, and then the following year, I went up to 4th grade so K-4.

Now she was able to stay at one school and she became close with the staff. Building a relationship with the staff was important to Amy. Her role as a special education K-3 SDC teacher was to work with students who had severe mental or emotional problems with learning disabilities.

The second opportunity came when Amy was mentoring a first grade teacher who was having some difficulty in the classroom. Amy decided to take some training in Reading Recovery (RRC). Reading Recovery is an intervention for children five to six years old who are the lowest performing students in literacy after their first year of school. The intervention involves a trained literacy teacher working one on one with a student for 30 minutes a day for 12 to 20 weeks. Through the training Amy learned how to be a RRC intervention teacher:

When RRC came about, I thought here's my opportunity to only have to do [special ed] half-day and then I would do RRC the other half. So I did that for a few years; then eventually I was a program coordinator in RRC.

Amy took the opportunity to engage in more training and in-depth learning about the intervention reading program and finally became a teacher leader within the school district. She transitioned into her new role, excited to be working with adults in a leadership capacity.

The respondents identified opportunities to learn and grow professionally in their K-12 teaching experiences. Through those opportunities, they transitioned into new roles and responsibilities that changed the trajectory of their educational career.

Impact of challenges on respondents in K-12. The respondents experienced specific challenges while teaching in K-12 such as a heavy teaching schedule or multiple responsibilities that impacted their ability to teach effectively. Other challenges included colleagues and an administrator that impacted the respondents' sense of well-being.

Angela reported specific challenges working at the charter school, mainly the intense schedule that made for “a very long day.” In addition, she had an hour's commute to the school, and she had recently married. It was a just “confluence of life which resulted in burn-out”:

As you well know, teaching is a challenging profession in any instance. [However,] in the charter domain, even more so, because our hours were insane: homeroom at 7:30 and dismissed the students at 5:00. It was really about the schedule. It was the hardest thing I have ever done—an affective teacher—to be present day and day out. It was a great experience.

Furthermore, the challenging schedule affected her physically:

[I had] planned to teach for two years and then transition into an administrative role, but I was burned out after one year. Dismissing students at 5 p.m. didn't give me an afternoon window for prep and grading so it went into evening[s] and weekend[s]. It was definitely a challenging year, definitely. I had no life that year. All I did was work.

After much reflection, Angela made the decision to find a different path that would move her closer to administration:

So that decision was really about the fact that I had had so much experience working with youth and teaching that I knew I could not just live in that space. I knew that I needed to feel like I was impacting and building an institution and not just my classroom... It was very clear even before I entered into grad school... that I was looking at administration. That was the plan, so that transition for me was earlier than I thought it would be, but it felt like the right transition.

John recalled that one challenge he saw in K-12 were “colleagues that shouldn’t be in the classroom, harmful to kids.” He explained that he was “not too tolerate of teachers who shouldn’t be in the classroom”:

As a teacher I did mentor teachers that were doing poorly. I followed guidelines that complied with our union contract and I was under the supervision of our principal. There were times when the mentee did not respond positively and I encouraged our principal to take appropriate steps. As a principal, while still adhering to the bargaining agreement, I was in the leadership position. Going through all the steps that finally result in termination of unsatisfactorily teachers, is a grueling process and the administrator becomes a target for malcontents. But I am proud that I always did follow through and move teachers along, if needed.

A few colleagues’ lack of commitment impacted students’ learning, and John felt an obligation to be a part of the process in mentoring them and then as an administrator, moving them along a different path. John spoke with conviction, “What makes an excellent teacher: be passionate about your work.”

Amy recounted the heavy workload teaching SDC students. When she began teaching K-3 SDC, it was about the time when class size reduction was mandated by the state, so she and her colleagues had only 20 kids in their class. Then the following year, her workload expanded to include K-4 SDC students. After fourth grade, the special education students were bused to another site to attend a 5-8 SDC class:

But that was also the time when the school district was deciding to keep their kids at their own schools. I said, “That’s fine. I will take them.” So I really did have

K-8th graders in one self-contained classroom, and I had 20 kids in my class... who ranged in nine years in age and had different abilities.

Amy noted that the roles and responsibilities of a K-8 SDC teacher required a lot of time planning for the differing academic abilities and supporting the emotional aspect of the students. She was also responsible for testing the students for the yearly individualized education program (IEP) and then meeting with the parents to discuss the student's progress:

That really drove me crazy... I can remember being almost in that last month of school testing... it was just constant... it is such a high burn-out with the paper work. You look for a ticket out, another way. How do I make this easier? I don't think I ever made it easier because that was not my goal.

As mentioned before, Amy transitioned into a new role as an RRC teacher leader in her school district:

That is when my job got easier, when I started working more with adults. I didn't have to deal with the bell schedule anymore. When I did the RRC, I just fell in love with it. I knew this is what I want to do. I don't know if that was intentional, I wasn't looking for a way out. But I found one.

The workload of a K-8 SDC teacher was incredibly challenging. However, Amy's decision to teach a K-8 SDC class was based on the welfare of her students. She agreed to take the additional 5-8 grade SDC students so they could remain in a familiar learning environment, even though it meant having a multi-age class with different abilities in one self-contained classroom. Amy was committed to her students' learning.

As a K-12 classroom teacher, Sarah found it challenging to work with individuals who were more interested in the administrative aspect of the job versus the building of relationship and understanding best teaching practices for the students. Sarah recollected that her conflict with an administrator while she was teaching first grade had an impact on her decision to leave the classroom and transition into higher education:

When I finished my course work, I was still teaching first grade. I would have stayed except we had an administrator that was... not very nice, and I would never let him know that he made it easy for me to leave the classroom.

At times, Sarah felt the decisions made at the district office were not conducive to student learning. She was a strong advocate for children and if she saw practices that weren't in the best interest for children's learning, she would voice her opinion. On one such occasion, the school district wanted to do away with the ELD pull-out program and instead have the classroom teacher teach the lessons. After working in that program, she felt it was more of a benefit for the students to be in small groups:

I came to some large interesting discussions with people in the district over that one. When district-level people decided that classroom teachers were going to do the ELD work, my comment was "Did you ask the teachers about that?" "Oh no, they're going to do it because I will tell them to do it." It did not go over well.

Sarah's beliefs and values were her beacon that guided her decisions as to what was best for the education of children.

Three of the respondents reported that a heavy workload or conflict with administration impacted their decision to change the trajectory of their careers. Angela transitioned into an educational research job; Amy became a teacher leader in the district; and Sarah transitioned into higher education. John saw some teachers as detrimental to students' learning and stepped into the process to have them removed from the classroom.

Impact of Identity on Respondents' K-12 Experiences. The respondents spoke of their passion for teaching and the satisfaction they felt in their roles as teachers and leaders during their K-12 experience. Their identities were shaped by the roles and responsibilities they performed within their respective jobs.

Angela explained that her professional identity had three “prongs” with regard to education. “From the beginning that has always been the ideal hybrid for me, service, work with students, and a little bit of administration.” An aspect of her identity had to do with her natural ability of organization:

[As a] person of faith that is where I have been gifted. I have been called to serve- [a] natural gifting, the organization of procedures, creating of what does not exist. It is a skill I have and done and develop[ed] over my career. I like being given a task I need to clean up.

The experiences during her year in a charter school broadened her identity as a teacher. Angela’s K-12 teaching also provided practical experiences and the opportunity to collaborate with colleagues and participate in the administrative decision-making which impacted her identity:

I think the opportunity to be more engaged in the administrative side fueled my identity as teacher administrator. We got to be so heavily involved in that side of the house, it just helped to whet the appetite for administration.

While conducting educational research, she realized that part of her professional identity was that of scholar:

But again in retrospect, I now know it was actually necessary I was there. I became a scholar... it was there in that job that I realized that I am actually a total data geek. I love research and I love statistics. I would not have known if I hadn’t had that experience. It was there I did the work in research that qualified me to teach research methods.

Angela’s identity shifted as she encountered the different roles within the varied career experiences. She identified herself as a teacher, as an administrator where she could “impact and build an institution and not just my classroom,” and as a scholar.

During John’s K-12 experiences, his professional identity was teacher, decision-maker, and collaborator. “The combination of experience added to my innate talent for teaching made me a much better teacher after ten years.” He developed into a “powerful,

experienced... very successful teacher.” He had a “passion for teaching” and “for working with primary school age, with little kids.” He further reflected: “[I was] full of energy and I loved what I was doing.” During this time John’s professional identity revolved around the roles and responsibility of teaching students in a progressive multi-age elementary classroom.

Later, John became an administrator for five years because “it was the right thing to do.” In this capacity, he was a leader who established a collaborative relationship with the teachers. John’s professional identity shifted with the roles and responsibilities as an administrator, but he also maintained his identity as a teacher. His passion for teaching never diminished over his career.

Amy noted that teaching was part of her professional identity: “That’s the one I feel that I do the best with, so I like that identity the best.” She was constantly working with the students in her special education classes to support them and provide the best education possible for meeting their IEP goals. Amy candidly shared her perspective of how it felt to be a special education teacher:

I was totally included, and other grade levels would invite my kids on field trips, but as a special ed teacher, you kind of feel that you are on the outside. There isn’t really anyone you can go plan things. I felt like I was having to do a lot, to do more than other people, but again, I really enjoyed doing special ed and enjoyed my colleagues.

She described her identity as a special education teacher:

Probably, I think I can see and felt like the role and identity of a special education teacher was a lot different from the general education teacher. I felt that the identity of a special ed teacher was a lot more work. It was constantly changing. Obviously, we had a much more diverse population of students. I had the same amount of kids as most of them did but with many grade levels and abilities and all of the responsibilities of doing the IEPs.

As an SDC teacher, she felt that more time and greater effort were required of her. She felt a dissatisfaction with the heavy workload that constantly changed and required a lot of time and responsibility to work with the varied abilities in her class. Amy valued teaching and collaborating with her colleagues, but at times the sheer workload required of an SDC teacher impacted her joy in teaching. However, when Amy became an RRC teacher leader, she enjoyed working with adults and felt that she was making a difference. She found satisfaction and a renewed sense of purpose in her new role:

That is when my job got easier, was when I started working more with adults. They really understand my humor more than my special ed kids did. I think it was the transition, the success of working with adults, getting that feedback from adults. I was doing a good job

Sarah described her identity this way: “First and foremost I was a teacher who love[d] the class [and] love[d] being in the classroom.” She felt a great satisfaction in teaching and she “loved her students and loved watching them grow.” She also “loved teaching—planning, organizing, and creating and watching those little light bulbs going on.” Sarah continued, “I never wanted to be an administrator, no aspirations of working at the district office level—to do anything like that. My thought was I [was] always going to instruct...this is who I am. I am not going to change.” Throughout her K-12 teaching experiences, Sarah passionately identified her professional identity as that of a teacher who cared deeply about her students and the teaching profession.

The respondents reflected that their identity was “teacher” as they fulfilled their roles and responsibilities in K-12. Angela valued teaching but she also felt that being an administrator was a strong component of her professional identity. John was passionate about teaching, especially primary aged students. He saw himself as a decision-maker and collaborator. His identity shifted into a leader when he took on the administrative

responsibilities; however, that was his least favorite role. Amy decided to move into a different role as a teacher leader within the district but still maintained that her identity as “teacher” was her favorite. Sarah’s identity was emphatically that of a teacher. She found great satisfaction teaching her students and performing all of the duties and responsibilities associated with teaching.

Respondents’ impact on others in K-12 The respondents supported students and colleagues in a variety of ways. Angela had the opportunity to work in a non-profit organization where she impacted many students prior to teaching at the charter school:

I had two experiences initially that was junior high- 6-8. [It was a] weekly Saturday tutoring, where I was serving as a tutor-undergrad volunteering. Then we would run a full-on summer camp... morning classes with teachers, then we counselors would run the afternoon— planning the workshop, speakers, field trips, extra-curricular activities. [It would] culminate every summer with a camping trip where we would take 35 middle school students on a camping trip. Every summer that was fun. It was a lot of work, but it was great. I started with that program the summer after my freshman year and worked throughout my four years.

Angela also “took one year off from undergraduate [and] worked full time in a non-profit organization that was a tutorial program for K-12 students.” She hired 12 tutor coordinators who would oversee 20 volunteer tutors. The program was massive and provided opportunities for tutoring students in math after school. The tutoring experiences provided Angela with a “wealth of experience working with young people.”

Angela also impacted her students when she taught at the charter school. She understood that she was “shaping the hearts and minds of the future generation. That is what the work is about, pouring yourself into the young person, being a counselor, confidant helping them to see their course.”

In addition, she supported her school, colleagues, and grade-level team through

collaboration:

We met every week as a whole school and in our grade level team, met fairly regular as a staff to talk what was happening as a school. [That] leads to more work, particularly at a charter school. We make some decision to sit down with our data and how we are doing around our instruction. Someone around the table has to do that work... not just experience the role of classroom but experience the responsibility of the school.

Angela was a team player and valued the opportunity to collaborate with her colleagues, to make decisions that would impact the success for the school. Moreover, Angela was an affective teacher who supported and mentored her students academically and emotionally.

John created a supportive learning environment for his multi-age primary students. He “put a lot of thought in preparation into organizing the grades.” John recounted, “Taught my own curriculum, created reading-trade books. [I] created and taught in integrated units.” Furthermore, John explained that as a musician, he also “used his knowledge of music in the classroom.” For example, one year, he and his students performed the play that he authored: *Jack and the Beans Talk*. John supported his students’ learning by planning and organizing for the multi-age classroom, created integrated units, developed reading books to expand the social studies curriculum and incorporated music.

John also had the opportunity to collaborate with his colleagues. “School worked together to partner with the principal.” A willingness for teachers and the administration to collaborate as a team was important for the morale of the school and initiated an environment of learning for students and adults. Moreover, John strove to build relationships with students’ parents. John explained, “Spent a lot of time working with parents to get involved in the classroom.” Parental involvement and support was needed

in a multi-age primary classroom and through those experiences of working in the classroom, some “decided to become teachers.” John’s support of his colleagues, principal, and students’ families impacted the overall learning community at his school.

As an SDC teacher, Amy worked with her colleagues to set up a schedule that supported her students being mainstreamed into regular education classrooms:

Early on, I worked with all of my colleagues at the school site to have them mainstreamed... for certain subjects during the day. So the schedule actually worked out pretty well... I wouldn’t have all 20 of them in the classroom at the same time. Then I could work with some of the kids. I would definitely go into the classrooms along with the aides.

Amy explained that by mainstreaming her students into the general education classes, she was able to ability-group her students. Amy earned her resource specialist certificate and turned her SDC class into a learning lab:

I didn’t want to give up the kids that I had been working with for so many years. So we turned my class into a learning lab, so it still pretty much functioned like an SDC class, but they were really coming and going. And we invited the other students to come in, but I never had one general education kid come in for extra help.

Amy also supported teachers and principals through the reading recovery program. She explained that “with this job, [I] had the opportunity to train, provide continuing education, and observe teachers on a regular basis.”

Amy supported students in her SDC classroom and her colleagues at her school site. In addition, she had opportunities to support many teachers within the district as a Reading Recovery teacher leader. Her expertise as a teacher leader in reading impacted students’ learning exponentially.

Sarah taught a variety of grades. “I taught 4th grade, 4-5-6 grades co-teaching, 6-8th grade reading, K, 2nd, 1st, and [ELD] pull-out. That has served me in good stead. I

have been there, done that.” Sarah is passionate about teaching and noted, “I try to be supportive of students.” She has done “cross-age reading buddies [and] always had a special needs child in my classroom. We mainstreamed those students in because we had special education at our site.” She also did “ELD reading intervention for two years.”

Moreover, she supported her students in learning how to read. The following story depicts how quickly she assessed a young student’s needs and how she supported him with his reading:

I looked at him and said, “You need to get a book and read.” He puts his hands on his hips. “I tell [Name of his third grade brother] to tell me how to do that, and he won’t tell me how to do it.” “To do what?” “To read.” Oh my goodness, he has not made the connections. I pull him next to me. He brings me a Clifford book. He could read the title. “I thought you couldn’t read”... I tracked so he could see the words.

Sarah worked with the student so he understood that the pictures matched the print. “He didn’t see himself as a reader...this is what I needed to do with him at this level. So putting the child on the right path to learning...I just love to do that.”

As a veteran teacher, Sarah supported her school by serving on committees. She also supported and mentored her colleagues:

I feel part of my job was [knowing] the history of the school, let’s try this. We would try anything that worked. So I tried to support other teachers, new teachers that came in. And like I said, people borrowed a lot of things from me. Basically there were teachers at our site who if [they] wanted to borrow a book, [Sarah] probably had the book.

In addition, Sarah sat on the curriculum committee, [and the] literature selection committee. She had a propensity to support her colleagues and mentor new teachers.

The respondents were dedicated in supporting their students’ learning and collaborating with colleagues to enhance the learning opportunities for students.

Moreover, as the respondents supported, mentored, and encouraged students and

colleagues, they made a difference and impacted their educational community and the teaching profession.

Impact of opportunities on respondents in doctoral studies. During their doctoral studies, the respondents took courses that provided opportunities to learn new perspectives about learning and teaching and to confirm their beliefs about the education of students. They deeply studied issues and topics in education that were of importance to them and developed a deeper understanding of their field. They also reported that earning a doctorate would “open the door” for other opportunities.

When Angela was an undergrad, she had an opportunity to tutor a young woman, and that encounter became a springboard for her doctoral studies. Angela observed that there was a difference when she tutored the student in English language arts than when she tutored her in math:

When it came to math, [the student] really shut down. It piqued my interest why she shut down. I was in love with psychology [and] wanted to understand what was going on with her. It ultimately became my dissertation work... I went back to grad school in 2000 for my doctorate in educational psychology.

As a doctoral student, Angela took the opportunity to explore the field of education:

I do think going into the doctoral program, I became a much more... purposeful learner, than undergrad. In undergrad, there is a feeling I need to get this study done, but with grad [school], I want to understand deeply. I want to know it well... devote my life to education...get into literature... develop an expertise in this field.

Earning her doctorate was part of the process in achieving her next educational goals:

It was a perfect melding of my passions having those two things coming together. My goal going into the doctoral program [was to] go back into K-12, go back on the traditional side [and] go into administration, and eventually begin my own school.

As a doctoral student, Angela developed a deeper understanding about education. The acquisition of knowledge provided the foundation she needed as she pursued the goal of going into K-12 administration.

During his doctoral studies, John noted that the courses stimulated his thinking about learning and teaching. “[I was] working as principal and teacher then [took] afternoon and evening classes, as well as long hours completing assignments at night and on the weekends.” He felt the “classes [were] very good and [he was] inspired”:

My academic experiences were stimulating and I was a mature, successful student with lots of teaching experiences to base my studies upon. My thinking opened up a great deal [and] reaffirmed what I had been doing as a teacher.

While he was going through the doctoral studies, he began to focus on school-university partnerships, and professional development schools:

The university began to have a Professional Developmental School (PDS) with my school district and I was a leader in that effort as well. I focused most of my papers on the topic of PDS partnerships—always focused in that direction.

John noted that his doctoral experiences were academically invigorating, for he had the opportunities to think and expand his knowledge about teaching. Earning the doctorate would provide an opportunity for him to work in higher education and support teacher candidates and novice teachers.

Amy was happy being a RRC teacher leader [but] it was coming to an end, and she had the opportunity to continue her learning with her colleagues:

And some of my colleagues were trying to get a cohort of... people that would do a college cohort in the valley. We thought, let's just do it. We were all teacher leaders. It was just another way to continue our education. So I don't know if it was in the back of our minds—just a fun thing to do.

Amy did not necessarily get her doctorate because Reading Recovery was ending. Nevertheless, her experiences as a RRC leader coupled with earning the

doctorate opened the door for her to teach in higher education:

Then when I continued my education to be working with adults, then it was just a natural progression to work with the new people, the brand new candidates rather than the people who had already been teaching. That's why I went into wanting to work with new teachers.

Amy enjoyed the opportunity to learn at the doctoral level with her colleagues and, in so doing, prepared for the opportunity to work with teacher candidates in teacher education.

Sarah understood that earning her doctorate would provide opportunities for her to transition into higher education:

The idea is that it allowed me to be with other learners. Knowing it would open doors for me, if I wanted to walk through it to work in higher education full time. When I started, it wasn't necessarily what I planned on doing. I was quite content with my kids at school... I had no intention of leaving... I would be happy being a classroom teacher and working part time at the university.

Sarah felt that her learning was intertwined as she earned her doctorate, taught in the primary classroom, and taught the reading credential class at the university:

Again all of them were kind of inter-connected... there is some overlap between theory and practice. I really tried to focus in my doctoral classes when I was taking classes, if there was a paper to do, making sure it was applicable to what I wanted to do.

Sarah took a doctoral course, which helped her to understand her relationships with other professionals in the school district. She then shared that knowledge with her teacher candidates:

One of the classes, I remember... they were talking about different learning styles. This explains why I got along with her and didn't get along with him. I remember going into class with my credential students. I just learned this and it will make your life so much easier, believe me. This made so much sense to me.

Moreover, Sarah learned to appreciate the research process:

I learned how to write, organize, and pull that stuff together, because I was doing other things at the same time. I tell students when they are doing

research, when you found an article that is citing research that you have already cited and you realize you are on the right track, it comes full circle. It is so exciting. I love to do the research part, see how the pieces fit together. I ask more questions. My research supported what I was observing that was going on in the classroom.

Sarah noted that through the doctoral studies, she met individuals who came from different fields of education:

I made some great connections with other people who were learners. We had people in my doctoral cohort who were college instructors who were working on their doctorate; we had a couple of county school superintendents working on their doctorate in administration. They all knew I was the one grounded in public school.

She recounted that during the summer sessions while she was on the university campus, she took literacy classes and met some regular classroom teachers that taught at a Professional Development School, which was located on the university campus.

Sarah noted, “Those kinds of experiences were great. I loved having those kinds of additional experiences in the field while I was there on campus.”

The respondents in the study had opportunities to study and learn in depth about their specific research topic and to develop expertise. Three of the respondents noted they were able to think about their learning and how that related to their past experiences as classroom teachers. Additionally, Sarah explained that there were opportunities to connect with other learners and understand their perspective in the learning process. All the respondents explained that the doctorate would open doors to administrative or teaching opportunities in higher education.

Impact of challenges on respondents in doctoral studies. The respondents identified specific challenges that resulted from their interactions with the faculty and the

lack of support with the writing process of the dissertation. Angela felt that lack where she attended:

The doctoral experience was interesting... loved my undergrad experience but had I only gone to [Name of university] for graduate experience, I wouldn't have felt that way because there was a vacuum of support that wasn't there that I felt should have been there.

Early in her doctoral program, Angela explained that her relationship with her advisor was not supportive nor respectful:

Advisor was rocky. Initially for me... my advisor was not a nice man, had a bad experience with him. I frankly think it was an issue of racism. I was the first student of color he advised. He was very disrespectful and even cruel toward me. It was so uncomfortable to interact with him that I just avoided him. Ultimately, I struggled with the first year.

Eventually changes were made, "Then the dean let me switch out and get a good advisor.

My advisor then guided me through the doctoral process. We are friends to this day."

Angela recollected that "lack of detailed and specific support around a dissertation" was a second challenge:

I think... it was a sink or swim methodology...this unspoken notion of you got in here; you are smart, you will figure it out. Yes, but I have never done a dissertation before—graduate handbook—description of what a dissertation is, what are the sections, what I am writing about, I am so confused.

As a first-year doctoral student, Angela encountered challenges of racism that stemmed from an advisor whose "disrespectful and cruel" actions impacted her sense of well-being as a woman of color. Angela also noted that there was a lack of detailed support with the dissertation writing, which caused angst and confusion.

John also noted the lack of support as problematic in his doctoral program.

"[Name of university] doesn't support the doctoral and graduate students. You are pretty

much on your own. Because I wasn't working as a full-time researcher, I did not receive the attention that full-time students had with their professors."

Amy described a challenging situation with an instructor in one of her doctoral classes:

I think I always thought I was a good student and that I was really smart. One of my classes in the doctoral program, maybe an ethics class, and the teacher, she was a business person... and she retired and then became a professor. I remember getting a paper back from her and red pen all over it. She had a really strict 1000 words or however many.

Amy recounted that the instructor's callous remarks impacted her self-esteem as a student:

I am a talker and I write like I talk. She drew a red line through...[and] she did not read the rest of it and wrote these horrible comments. That was such a huge turning point in my life. And here I was probably in 2005 or 2004, 40 years old and for the first time having somebody tell me that I wasn't good enough, or I wasn't a good student, a good writer, and to me that was so devastating.

Consequently, Amy began to doubt her ability as a writer:

And I learned a lot of lessons from that. One of the big things was, the biggest hurdle was from that point on it was very, very difficult for me to write, and I still had to write a dissertation. And so, I do not like to write because of that. So I think that has also made me learn that don't ever do that to a kid or to a person, because for 40 years, I felt like I could write and I was good enough to be in a doctoral program. And that really took a lot of air or wind out of my sails.

Amy recollected how the action of the instructor impacted her life today, "Now I don't like to write and I hate it, and I don't think I am good at it, and it is because of her... I would say it did do a major setback in my life." Amy had always believed that she was a good student and that she could write well. But the harsh words of an instructor impacted the way she saw herself as a writer in the doctoral program. In addition, its impact has rippled in widening circles throughout her career in higher education.

Sarah noted that she experienced conflict with an instructor who did not respect her practical experience as a classroom teacher:

One time in a curriculum class, the instructor came in and she said, whatever, whatever. I wasn't trying to be rude, nasty or impolite. I just said, in my experience in the practical classroom, this is what I found. I don't remember what she said to me, but whatever it was, I never said anything else in her class the rest [of the] time. She shut me down. She implied that I don't know anything. The rest of the group looked at me. If Sarah can't talk, where do we come from? Because this woman is talking curriculum development. I sort of know how to do that and I wasn't trying to be rude to her.

Later, Sarah found out that the instructor had referred to her in a negative way during a faculty meeting:

When I got ready to spend the summer on campus, I had met with [Name of professor]. He said, "Sarah when you get ready to choose your committee, make sure that so and so is not on your committee." "What are you talking about?" Apparently in a faculty meeting in front of God and everybody, [the instructor said] we should not allow school teachers in this program, and named me by name.

Additionally, Sarah felt like the instructor didn't assess her course work fairly:

I got a B on every assignment I did for her. I did get a B+ in the class for my final grade... When I got the B+, I thought you figured it out... I really do know what I am talking about. She would not give me an A... anyway, it was really an interesting dynamic.

Overall, the respondents reported a lack of support in varying dimensions depending on their doctoral program. Angela and John noted that there was a lack of support with writing the dissertation. They felt that they were on their own when writing the dissertation. Moreover, challenges with specific instructors or advisors seemed to impact Angela, Amy, and Sarah more personally. From their perspective, the situation was unprofessional and caused dissonance in their relationship with the instructor or professor. These interactions with the faculty influenced their learning experience as a

doctoral student. They remembered poignantly the negative words and actions of those particular faculty members years after their doctoral experience.

Impact of support on respondents in doctoral studies. The respondents reported that they received support from peers and faculty members as well as family members. Angela described her delight when her new advisor established a supportive mentor role with her:

As a woman of color, I hit the gold mine. My advisor was a woman of color in the school for education, so it helped me to feel comfortable and be open with her. She became a friend to me and counseled with me with things other than my dissertation.

Angela explained that support came from her classmates:

The cohort model, which was somewhat connected but after the first two years, we all dispersed. After the first two years, we scheduled social time because we didn't see each other. We weren't in the core classes together anymore. One colleague, we did the best job to stay connected reading each other's work. That was the core area of support, cohort and fellow classmates supporting each other through the process.

Angela also felt that the administrative staff helped with the logistics of the doctoral program: “[There was a] whole layer of support that came from the administrative staff from the school helping you navigate, getting teaching assistantships, [and] navigating course requirements process.” Another layer of support that had an important impact on Angela’s dissertation writing came from the school of education at a different university:

When I was ABD, I move to Los Angeles. My advisor connected me to her advisor at [Name of university]. So that was the link that closed the gap for me [through the] school of education. I get their version of what is the description for a dissertation, it was a packet—every section. It was life-changing, so helpful. So that was another level of support that came out of personal decisions. Sent it to my colleagues.

John noted that he “did not get financial support.” However, he felt that he was supported by the department with his research study:

My former school district superintendent retired and joined the [Name of university] faculty. He suggested that I volunteer to participate in the School-University Partnership/Professional Development School, SUP/PDS. The project grew and I was a leader in both documenting the project and studying the subject. In addition, I was a principal in a participating school. The university faculty showed me they valued my perspective. The dean asked me if he could join my dissertation committee. Others referred to me as “the historian of the redesigned pre-service and in-service education center” as its first year of operation occurred during these years of study.

Amy’s support came from her cohort. “Everybody was in my cohort. They were my friends; we did this together. We had 23 in our cohort, and we all became pretty close.” She also described another layer of support in the doctoral program:

We had a great professor, who... had just defended at [Name of university]. He was really good, he was great. And then we got this old man [Name], and he was fabulous... so supportive and so wonderful with all of us. He especially liked [Names] and me, so I think that was our big support.

Amy reported that the professor supported and encouraged her by asking strategic questions that helped her to think through the dissertation writing:

He believed in you, he just was so encouraging, and he made you think and question but not making it seem that you were thinking and questioning things. I do remember when I was writing my dissertation, I met with him one time and we were having this big chat. I was struggling at this point and it was something different than what I was doing in [City]. It felt like I was split. Here is my work, and here is my dissertation. He started talking with me, what are you doing? And he said that sounds like a great dissertation topic.

The professor helped Amy to consider a different viewpoint for her dissertation:

And then a few months later... I had collected my data. Again we sat down and he could get you to think about things, chatting, and I can remember him saying, “I want you to look into feminist theory.” I am not a feminist... there was no way I was going to read another book. But he encouraged me and I did it. He was the sweetest and he was old. And he wanted to do it, and loved it.

Amy explained that the professor’s love of learning inspired her to keep pressing forward on the path of learning: “Yeah, there was another example of the person that you respected so much and he modeled and lived, lifelong learning that you wanted to keep

doing it too.” Amy also acknowledged her family’s support as she went through the doctoral program:

I will tell you that my husband and my son were also very supportive. And I can remember being in my office at home and... I could just remember, I was so frustrated and I was thinking, I can’t do this. I had hit the wall. And I can remember him saying, “Oh no, Mom, you’re almost done. You can do it.” He really gave me that last boost that I needed to finish... so my family and my friends were my support.

One of Sarah’s professors was very supportive of her and encouraged her when she felt apprehensive about taking his class:

Later on, one of my other professors who taught my politics class... I told [Name] from the beginning, I don’t like politics in education. I want to be on the same side of the kids, this is where I want to be—to be an advocate for my students. So I was concerned about taking the politics class. [Name] and I just hit it off, really connected with him. Felt like I learned a lot, he was really supportive.

Sarah noted that she and her cohort supported each other in the course work:

So you know you kind of have to make your mark in the group, they knew. Especially when it came to child development. Sarah knows about this, because it was out of the purview of what they were doing. One of the classes I took was about community college; that’s when I would listen to them. I don’t understand all of the ends and out, so I need to listen and find out how does that work. I felt like we had a good group of students that went through the cohort with me. A lot of us went to campus together at the same time and would get together and study.

The respondents in this study connected with classmates and friends for support within the doctoral courses and for writing the dissertation. Additionally, they reported that faculty members supported them in their doctoral program. For two respondents, the faculty support made all of the difference in moving forward in the dissertation writing. One respondent noted that her advisor was more of a mentor and they are still friends. Furthermore, one respondent noted that family members also supported her as she was going through the doctoral process. The respondents spoke highly of these individuals

and were appreciative of their support and encouragement in their courses and through the arduous dissertation writing process.

Impact of identity on respondents in doctoral studies. As the respondents worked their way through the doctoral program, they reflected on their strengths and what they learned as they went through writing the dissertation. Angela saw herself as a learner and passionate about the learning process:

[I] investigate things just for the sake of knowing, reading for the sake of reading, just love to learn and understand who and why they work, so that is really core to who I am as a learner. College is a great fit for me, fell in love with psychology... so I definitely have a passion for learning, affinity and joy there. And then thinking about how that shifted as I went into the doctoral program. I don't know if it actually shifted much. I will credit that to my undergrad experience at [Name of university] R1 institution.

Angela explained that as she went through graduate school, her professional identity was that of scholar and administration. Within the research process, Angela had to make a decision which route she would take, research that emphasized school leadership or psychology:

More in the scholar space at that time—by force. I was very focused on administration. The goal throughout the dissertation was school leadership, which is the one thing I haven't done yet. And so I did grapple with am I going this theoretical route or this route focused on leadership. My thought was I'm getting the doctorate so that would help to open the doors in administration, but the research was specific psychology study of education. There was a scholarly goal but the professional identity was future administrator... I want to run a school. It's still back there, maybe it is in reverse.

John had a strong professional identity as an educator in the district and felt it was a good time professionally and personally to pursue a doctorate. As a doctoral student, he found the learning experiences were stimulating:

I was mid-way through my expected work life. I was at the top of my game, a very successful teacher. I decided to transition my career into teacher education for two reasons. Although I was full of energy and I loved what I was doing, I did

not want to become a burned-out teacher, resenting my situation as I finished out my final years towards retirement. I also felt that I could contribute positively as a teacher educator. I could help prospective and novice teachers to be successful teachers.

John identified himself as a successful doctoral student, and he was using his doctoral studies to learn more about himself as an educator and preparing to teach in teacher education. John was at a good juncture in his personal life, which helped to make the doctoral process more satisfying: “Three kids finished high school, wife was teaching, had the house to work in. The dissertation classes [were] over. [I] got up at 4 a.m., worked long weekends, just reading and working on my dissertation every day.”

Going through the doctoral studies, Amy saw herself as a “quick learner.”

Moreover, she felt that becoming a doctoral student helped her to sustain her identity as a teacher leader since the district was changing direction in reading instruction: “That was kind of when I began my doctoral program... Reading Recovery was kind of going away. So I think becoming a doctoral student was filling that hole, that gap.”

Amy received recognition and respect from others because she was getting a doctorate:

I also felt like we were already teacher leaders so we were looked highly upon from our students and peers, and so now we were going to be doctors. So, I think we were really respected and then I went to [City] and was always a doctoral student in [City] until I finished. I think that people respected that, and they thought that it was a really cool thing to do.

Sarah felt that she worked hard as a doctoral student to access the information assigned in the courses and she learned a lot in the process:

I took a heck of a lot of notes, because I was learning a lot of new stuff. My first class, there were two or three who started classes in January, and we were joining a cohort who had [already] been together. And the instructor was a tough task master; it was like you should have had this book read already... I would get back home at 10 p.m. and read the book. It was not a long book but it had to be read for class the next day. She [asked]... “Sarah what do you think?” You would have thought, it was only my second class. And trying to sound like what I know

what I am talking about because of the basis of my practicality [as a classroom teacher].

Sarah felt a sense of satisfaction from the effort she put forth in her first doctoral course:

I worked hard in that class [and] I got an A-... someone asked me what I got in the class, and I said A-. “That is like the gold star on top of the pig. She is tough.” I thought well that is good to know. I put my heart and soul into this class. This is what I need to do. I am proud of myself. I can do this.

When Sarah began the doctoral program, she felt a little self-conscious as a classroom teacher being in a cohort with administrators and teacher educators:

All of a sudden I was going from first graders to reading a chapter in psychology, and I am in a room full of people who are school superintendents and high school administrators, and I teach first graders. There were some of those times when my brain wasn’t able to do that, but on the other hand, I felt like I had jumped some hoops where I wanted to be, and it’s like, I can do this.

The respondents identified the doctoral experience as a time of in-depth learning.

Angela and Amy noted that they were learners who loved to learn. John identified himself as a mature, successful student. Sarah worked hard as a doctoral student. The respondents’ professional identity (teacher, leader, future administrator), their prior educational experiences, and their intentions after earning the doctorate influenced their doctoral studies. They felt a satisfaction as they worked toward their goal of earning a doctorate.

Impact of support respondents had on colleagues in doctoral studies. The respondents compensated for the lack of support within their doctoral programs by establishing support through writing groups and collaborating with cohort members. Since there was a lack of support for writing the dissertation, Angela created her own support:

It can be [an] isolating experience—very. You sitting alone with a stack of literature by yourself... so what became key to me, I started creating support

because it didn't exist. Along the way, I got a group of doctoral candidates together. Let's start our own groups, different years and process. Met monthly, great counsel[ing] for those coming up behind us as they were trying to navigate the classes. All women came together regularly to support each other through the process. But these things I felt were not in place but should have been there.

John also experienced a lack of support when he was writing the dissertation so "with colleagues, we started a writer's workshop. We would meet together every two weeks giving feedback on our writing." John explained, "I learned how to write through [the] writer's workshop [with] three colleagues who were full-time researchers with my dissertation chair."

Amy noted that two of her friends were part of the cohort and they supported each other through the doctoral studies:

Everybody was in my cohort. They were my friends, we did this together. Every other Friday we would drive over to [Name of college] and we would spend the night at a nice hotel. Then we had classes on Friday and Saturday all day... we had 23 in our cohort and we all became pretty close.

Sarah described the opportunity to support a classmate and in turn, the classmate recognized how hard Sarah worked in the primary class:

The thing is many of these people who were in at the junior college or at higher education, they weren't in the primary class. I was in the trenches, one of the things that they found out that primary teachers work a little hard. Come to my classroom and observe my classroom... one became a good friend of mine, and needed to observe ELL (English Language Learners). She was an athletic trainer at [Name of university]. [Name] comes in and observes. "[Sarah] you work hard." Yeah, that's what I need you to understand. We work hard in the primary grades to keep the little balls in the air and they are all active.

As mentioned earlier, Sarah had the opportunity to share her perspective as a classroom teacher with administrators and college professors in her doctoral courses which helped support their understanding of what it was really like to be a classroom teacher:

Yeah, it gave everyone a different perspective. We are looking at a topic from two different points of view here. I am looking at it from a teacher's point of

view and they were looking at it from administration. So I do think we had a lot of conversation and I think we appreciated what each of us brought to the table. Because everybody had different points of view, and we had to say, this is what I have to do... for the best interests of students. So I might have to do it a different way.

Generally, the respondents supported their colleagues as they studied and encouraged one another through the doctoral process. Angela and John took the initiative and started writing support groups to support classmates through the dissertation writing process. The writing groups filled a void of support in their doctoral program. Furthermore, Sarah shared her experience and perspective as a first grade teacher within the doctoral courses to help her cohort, who were mainly administrators and higher education instructors, understand the responsibilities of a primary teacher. Likewise, she learned about the roles and responsibilities of other members in her cohort within their respective jobs. It was a community of learning that deepened understanding between the stakeholders in education.

Impact of Challenges on Respondents in University. The respondents identified specific challenges regarding pedagogy, adult learners, lack of support, and politics as they transitioned into higher education. Angela reflected that the school of education did not provide orientation as to what it meant to be a teacher educator:

There wasn't really explicit structure in any specific way that cultivated the identity of teacher educator. But the school of education conducted the orientations of what it means to teach at [Name of university]. "We are going to orientate you to who we are," but not an explicit orientation of who we want you to be as a teacher educator. They do focus on the teacher candidates' experience and learning and making sure they are prepared as effective teachers. But what it means to be a teacher educator; that has happened organically.

She also noted that the university assumed that since she had taught, she would be able to teach in the university:

It is an assumption that is why we hired you. You have that passion for affinity- no orientation of what teacher education looks like. That has developed for me organically. [You have] taught, you know what to do. Could probably be more explicit training support, what does it mean that you are training future teachers.

Through her experiences as a new teacher educator, Angela believed that “had there been more support, it may have accelerated the process of taking on that mindset of being a teacher educator.”

Angela described the challenge of helping the teacher candidates understand that there are multiple ways of teaching curriculum, that teaching is not static but shifts and changes daily:

Right, I am teaching fifth grade science, photosynthesis. This is the way it happens. Different but could be challenging that in the teacher education space, we are at the same time conveying content but we’re also trying to develop skill—do that duality. Yes, there is content and mastery, but there actually isn’t that much set truth because as a teacher, you’re going to take different perspectives. We can’t say there is a set way to teach fractions [or] classroom management. [It is] the art and skill of this work you are taking on so in some ways; freeing opens up the door for great discussion, but it can also be a challenge. There is not a right answer of how to do this or do that.

Angela continued to explain that it was challenging helping the candidates grapple with the art and science of teaching:

So there is a challenge in helping you to learn something that isn’t clear and static and stable, that actually [there] could be multiple different ways to successfully [teach]. You have to be flexible as an educator, have to help students navigate. There is a lot of helping them emotionally, psychologically navigate that this is what [teaching is]. [You] give them core foundational understandings, knowledge and skills, and now you have to continue to mold this thing over the course of your career so that is what the art and science of teaching is. So [those are the] distinct differences and challenges of the K-12 content and what you are doing as a teacher educator.

Angela noted that the “transition [of] working with adults was not a challenge—having taught higher education part time in grad school, not a challenge.” However, she explained that there were some challenges with regard to adult learners:

Some challenges there as a K-12 teacher, you’re challenged with your students’ behavior versus adult students... [K-12] students identify you as more knowledgeable, may challenge you behaviorally, attitude. But when working with adults, you don’t automatically get credit that you are more knowledgeable, so that is another difference that is important and key. Also, there is more of a burden to win your students over.

She observed that adult learners require more of an interpersonal relationship between the teacher educators:

K-12 level if some students don’t like you, then they just don’t. I will deal with you and try to connect... but with adults it’s important that you connect with them. That they feel that you are someone who is approachable, that they can talk to, connect to. It’s important to their learning. The interpersonal relationship becomes more important for their learning. They are making decisions whether they are going to listen to you, whether they will follow your leadership and guidance.

Another challenge that Angela felt was a concern was that adult learners have the opportunity to evaluate the professor and the course:

More of a concern... they get to judge the performance at the end of the course. Smaller institution [Name of university] we look at those course evaluations... they are a paying customer and they have this opportunity to assess you and give feedback to the university about how well you did your job. So there’s an element that the power dynamic has shifted at that level. So the dean would listen more to the student, so the student’s perspective on your performance as an instructor holds much more weight. Their evaluation of you is your evaluation... receive after course... plan of action, how I am going to improve area of concern if levels are low. So it will trigger a discussion with your dean.

John recollected that when he first transitioned into higher education, he found it challenging that his pay scale did not reflect his years of classroom teaching and leadership experiences:

First, when I negotiated my contract with the university, I was shocked that I was not credited with any years of professional experience. Here I was in teacher education, after 20 years of classroom teaching and leadership experiences in alternative schools and I was brought in at the same level as someone who only went from undergraduate to graduate school to university faculty. This affected my pay scale and my place in tenure and promotion.

As a new teacher educator, John felt that there was a lack of support from the faculty:

Many of the faculty were younger than I was. They had tenure, and they had a lot of power and university experience. They didn't greet me with open arms. They had their training; and their training told them they were experts in teaching adults about education... I also saw instances of this attitude in faculty meetings and other professional discussions. Colleagues who had less than three years classroom teaching experiences, but had over 15 years as teacher education faculty showed that they were set in their ways and were not open to hearing from folks like me. They didn't get back into the schools, they don't know what is going on with the schools. They characterized my knowledge as "folk" knowledge instead of research-based knowledge.

When John first began teaching in higher education, he assumed that there would be an emphasis on teaching in the education department:

Before I knew anything, I expected more emphasis on teaching. That was my assumption. When I got there, I found out there were a lot of the people who had power but had minimal amount of teaching experience. So they were more defensive and more interested in defending and maintaining their theoretical frameworks rather than acknowledging and collaborating with someone who had taught for 20 years.

John felt that some of the colleagues had "power trips" and some of the relationships were "politically based." He noted that he was "fortunate to have a department chair that under[stood]." Moreover, he explained that "politics in higher education [was a] higher level of politics. He found that his colleagues in faculty meetings, were "much more contentious and maintained their strong views. Some people have to argue." In his experience, the "university hasn't progressed as well. It is similar to 100 years ago. This hierarchy often results in dysfunctional—faculty, department, chair, and dean relationships." Moreover, John reflected that the lack of support for teaching in teacher

education was a challenge. “No training for teaching [in] teacher education, but [at the] university [if] you have your research degree; then go teach.” Incorporating a “mentorship program” would help to support the new teacher educators.

John had many years of experience in the classroom, and when he transitioned into higher education, he “didn’t recognize there would be problems.” So John’s solution was “going to a problem, articulate the problem, focus on how to proceed.” John reflected that the challenges he experienced as a new teacher educator were “colleagues and pedagogy.”

Amy described a challenging transition into teacher education because of the high turnover of administration within the university:

I got hired at a time that was a little bit tricky in my college. The dean who hired me was not the dean that started the new year with me. Then we had four or five different deans in the next five years. We had a revolving door; it was horrible. Our chair was not somebody who was there or was very supportive. And so as new faculty, I can remember going to new faculty orientation where you learn tons, but was over a couple of days and it was overload. I think your chair was supposed to mentor you... but I had none of that.

Amy explained that at the new faculty orientation, she was given an overview of how to prepare for the tenure binder, but she received no other support from her department:

But luckily there was another girl who started there at the same time. (Name of colleague) and I had such a rude awakening when we started. We remember at the orientation they said if you go to professional development, put everything in a box, and when it is time, you put it in a binder. No, it is not quite that easy. I remember when the first binder was due. We received an email asking do you want to come to a meeting to learn how to do this? We go and they’re talking about what goes in this section of the binder, yeah that’s great... it’s due next week. What? So it was a little shocker... nobody showed us what we needed to do or how to do it.

Amy experienced a heavy workload during her first semester:

When I started, your load is 12 units and 30 units a year. But three of those are about advising so they are not teaching units. You teach 12 units and then you

can get release time for other things. Well the first semester, you get three units of release time so you're only teaching nine units, so you know what you are doing. [Name], the girl I started with, we always joked how soon we had to start coming to meetings and time serving on committees, we had to do all of that stuff.

As a new teacher educator, Amy didn't feel supported or given guidance in how the standards in teacher education should be taught:

In the credential program, you don't have exactly academic freedom because you have standards that you have to be accredited to be a teacher education program. But we still have academic freedom in the way you teach the class. Here you have to cover these standards and how you teach the standards is up to you. There really is not any support or guidance.

When Amy first began working in teacher education, she had to adjust her pedagogical practices in the reading methods class:

It was quite an adjustment from going to work with teachers rather than brand new candidates who knew nothing. So I really had to in every class cut back for a couple of years—wait, that is way too hard. We really had to teach the foundations of how to teach kids how to read and write... realizing that obviously [they] can't. They are not going to retain and you can't give them everything, because they are only ready to take in so much. That was my biggest transition working with these experienced teachers and adding to their tool box to working with brand new teachers and their tool box was empty. I couldn't add these higher-level things, so had to start down here.

Amy found little collaboration among the faculty:

That's why we did that cross lesson study because there is very little collaboration happening. [Name of colleague] and I were collaborating because we taught the same class. But I don't ever see my other colleagues who teach the same course collaborate.

Amy attributed the lack of collaboration to time. "All of the schedules are different... it is not like K-12 where you see people at recess and at lunch. But here you may see someone once a month at the faculty meeting... so you do feel kind of isolated. It certainly is not collaborative; it is separate."

When Sarah began to teach in teacher education, she experienced a hierarchical order as an adjunct and as a new teacher educator:

The hierarchical order of faculty isn't just for adjuncts but for new faculty in a department as well—especially depending on the size of the department. I did teach one semester off-site, which regular faculty would have probably rather not have to travel to. Sometimes you ended up with students who really wanted another section of the class and ended up in yours, and depending on their attitude it could have become an issue. But I never found that to be the case with my classes.

Another challenge for Sarah was the financial aspect of teaching many years in the public school system, then transitioning to teaching in higher education: “I was going to the top of one salary schedule; then I was going to the bottom of another salary schedule. People think it is straight across. Oh no, profs start over here.”

After her doctorate work, Sarah transitioned into a small college in the Midwest. She explained that the college had certain expectations of the professors that were indicative of that region:

I was in a smaller college. I was teaching reading and early childhood classes. There were some definite expectations that came through as far as I was ready to introduce myself to my student as [Name]. That didn't fly. Southern values—you are Dr. [Name]. At that time I had not finished my doctorate so I was Mrs. [Name]. That was how it was going to be. I wasn't going to be above my students, but yet that was the expectation.

Sarah disagreed with the pedagogical practices that were expected at the college and she found the situation challenging:

I mean, I spent 18 years in public school, and this was my expectation that they would be successful, and my assumption was that I was going to work with people that would feel the same way. It is interesting; that is not how it works. Some people are not as committed... so [they were] kind of like “What do you mean, you're not going to stand up and lecture your class?” I won't lecture. I have discussions... I believe that the way I taught my classroom regardless of the grade level, I teach my classroom the same way. I want to model for them what best practices are so they can use that in their classrooms. I don't think I shifted

as much as some people would have liked for me to have shifted, but I felt that was how education should be.

Sarah also experienced politics in the education department in the small Midwestern college:

The person who I worked with was my department chair, who came out of the primary classroom. But very much, it was the power. It was that I am the department chair and you... are the professor... I don't understand that. That's not the way... I run my classroom. As with anyone, administrator or colleague, it is difficult to be challenged. She was trying to assert her role as "power" because she had been [a] colleague in the department, so she was trying to find herself.

Sarah noted frustration because colleagues did not seem as committed to the students:

But she was that way with the students as well, and that's not the role I was going to play. The students responded differently to me than they did to her, and she wasn't happy about that. And she knew I was a good teacher, with the background knowledge to share with the students, so it was never about my teaching. They called me Dr. [name] because that was what they expected thing was, but I still had other conversations with them. Pedagogically, I guess I just felt like that all of the people I was going to be working with [faculty] was going to be as committed to the students and their learning and their success as I was and I didn't find that.

As the respondents transitioned into their respective institutions of higher learning, they experienced a lack of support with which to navigate the roles and responsibilities of a teacher educator. Angela and John noted that there was an assumption within their universities that since they knew how to teach and had earned a degree, they could teach in higher education. Angela felt that she learned the responsibilities of a teacher educator organically and had there been more support, she would have acclimated into the professional identity of a teacher educator sooner. Amy noted a sense of frustration with the lack of support from colleagues and administration as she navigated through responsibilities for tenure and established a pedagogy for teaching adult learners. Furthermore, Amy, Angela and John mentioned that they

readjusted their teaching pedagogy as they taught teacher candidates curricular content but also modeled foundational skills of how to teach the content. Amy, John and Sarah mentioned that the politics in higher education prevented them from receiving the support they needed as beginning teacher educators. Additionally, Amy and John felt there was a lack of collaboration between the faculty members.

Angela noted that at her university, the adult learners had significant power through their course evaluations, which would impact the professor's overall evaluation with the dean. Moreover, Sarah reported that her assumptions about teaching did not match the expected teaching pedagogy of the education department. She experienced a sense of frustration and challenge as she chose not to conform to the standards of that particular college.

Impact of support on respondents in university. Angela noted that when she was newly hired, there was general support from the university:

Interestingly I was and I wasn't [supported]. We take a first-year seminar mandatory that's really about the institution's history, the philosophy, what we want to inculcate in you, good pedagogy, and best practice at an institutional level. But I would say that in [the] particular role specifically around teacher educator, the support was not explicit.

Angela felt there was limited support but one had to go search for the help:

[There was an] unspoken assumption. You were a teacher and you know what to do; we are here and we will help you. No traditional orientation about what it means to be a teacher educator. The people to help you are there, but you need to figure out where you need help and then go out to ask questions. Like [the] Ph.D. program—how to figure out what help I needed, then get help.

Angela did receive help from her colleagues:

I received support from all of my colleagues in the school of education as I transitioned in. If I had to pick someone in particular, my colleague (Name of colleague) was most helpful. I was taking on work he had been building. He was always available to answer my questions and assist me. We became

"partners" as we built the thesis research process for the school. That sense of partnership has continued.

According to Angela, part of her support as a new teacher educator was the Teacher

Performance Assessment training:

We take the Teaching Performance Assessment (TPA) training as an assessor of the TPA so we understand deeply... and explicitly what the students need to go through the program. [Then] trained in what the students need (TPA and assessment of TPA), so I can understand the TPA. I have seen it, and I understand it, and I assess it as well.

When John transitioned into higher education, the bulk of his responsibility was coordinating and teaching at the Professional Development School (PDS). His support came from the dean and department chair:

My work was mostly off campus at the PDS. But it was made clear to me that if I wanted tenure and promotion, I had to be active[ly] teaching on campus and serving on campus-based committees, in addition to my PDS. Thankfully, the dean and department chair valued the PDS project and they found ways to work all this into reasonable workloads.

He noted that the department chair supported him as a new teacher educator. The chair "helped me to develop my professional portfolio." In addition, she "helped me to articulate my professional research and scholarship and community service, so she gave me opportunities to plan and present at conferences." The chair told John there was a "problem [that] he need[ed] to join some committees on campus," which was needed for "tenure." In addition, she supported him as he was "collecting data [in the] binder every year."

As a new teacher educator, Amy's support mainly came from one colleague who helped her organize the binder needed for retention and tenure:

Luckily my friend, [Name]... shared her binder with us. [Name] was really like our mentor... now I think we are so much more supportive and helpful to new faculty and now even the union. If it wasn't for [Name], you know, it would have

been a lot more difficult. I think when [Name] started a year before me, she had to have been in the same boat as we were because our department was in a big mess.

Amy mentioned that the same colleague supported her in planning the reading methods course. “[Name] and I planned my first year. We met every week and planned our classes together... if it was not for her, it would have been a lot of different.” Amy noted that the university did offer professional development:

There are lots of classes that you can take and things that are professional development at the university but few people do them. Early on I went to the Blackbird training, that is our program online, but it’s not like the K-12 system where you really have a much better support system.

Sarah’s former professor had encouraged her to get her doctorate and work in teacher education, and he supported her when she became an adjunct instructor and taught the reading credential class for the first time:

So I turned right around and called my professor and said, “Oh my goodness... they want me to teach this class. What am I going to do?” So he met with me [and] supported me by looking at the syllabi from one of the classes, and walked me through how I might put it together for this reading credential class.

When Sarah taught at the mid-western college she received general support, but she reflected that it would have been helpful to learn about the politics on campus:

I don’t think I got the support, when I was in [Name of city]. Colleagues didn’t seem to be as willing to share—they answered my questions, I got general information about the workings of the department and the college... I was confident in what I had been doing to know how to organize and write a syllabus, how to set up a classroom, so maybe I didn’t need that kind of support. I guess I would have liked some information about the politics of higher education on that campus. I’m not sure I navigated it as well as I could have.

Sarah experienced a great deal of support when she transitioned into a California university:

When I came to [Name of city], even though I had six years of full-time teaching [in higher education]—I felt that the faculty were more open to sharing

their syllabi or textbook selections, committees to sit on, people to meet. I didn't feel like "low man on the totem pole" anymore.

As the respondents transitioned into teacher education, they noted that colleagues and faculty supported them with the tenure process and planning for new courses or programs. Amy and John acknowledged the support they received as they organized documentation in a binder in preparation for retention and tenure. Amy collaborated and planned a reading methods course with a colleague during her first two years. Sarah noted that she did not receive full support as a newly hired professor while in the Midwest; however, she experienced a wide range of assistance when she transitioned back to a California university. Angela acknowledged a partnership with a colleague in the education department as they planned a new thesis program. Angela and Amy reported that they attended professional development for newly hired professors, but it did not completely provide the support they needed at the time.

Impact of opportunities on respondents in university. When Angela was hired by the university, she explained:

I get to be an administrator, build policy, practice, procedures that didn't [yet] exist, get out into the community and make connections with teachers, principals, and superintendents and connect them to the university. It is a perfect job for me.

She had the opportunity to build a Master's program as a "scholar practitioner program" [to] "develop [students] as a scholar practitioner [who] will be effective K-12 teachers." Angela explained how her identity of teacher educator has developed: "As I have implemented for them, it is sort of I have been acclimated into my own identity as a teacher educator. This is specifically what I am doing."

As a new teacher educator, John “led a Professional Development School [and] earned my tenure, early tenure. Tenure [was a] six-year process but received it after three years.” John’s doctoral “research was based on... [the] school university relationship, [the] importance of clinical based teacher education partnership.” So his research and prior experiences supported his leadership with the PDS. John explained that his beginning experiences as a new teacher educator were not representative of most new teacher educators because he was “off-campus; half of [the] work was teaching and the half was running a program, not typical.”

Moreover, John explained that he “taught courses in social studies methods, multi-cultural education, classroom management, arts, seminar in teacher education, and computer tech class.” Although he successfully taught math and reading in public elementary schools, he was not given opportunities to teach those method courses at the university. “You would have to keep up with the literature in the field to be an expert.” John also had the opportunity to become involved in a California professional teacher organization. He noted that his “service was very strong” in this organization. He planned conferences and served in leadership positions within the organization.

As soon as Amy earned her doctorate, she had an opportunity to participate in leadership positions:

And then after the first semester, I started helping [Name of colleague] be the coordinator of the multiple subject credential. So we kind of co-shared it. She taught me how to do that; then I took over that. Now I am a coordinator, I teach classes, and [I am] coordinator of accreditation.

Amy noted that she had always had “to take care of my program’s accreditation but now I take care of the college.” One of her colleagues told her early on that she should be the coordinator of accreditation, and Amy agreed to take on the extra responsibilities for the

last two years. In that role, she had a lot of opportunities to visit other universities and work with the faculty:

Oh yes, they wanted me to do that... where you go in and you are judging another school... but it ends up you are being so collegial and helpful. You really become friends. At the end of the meetings when we report out, especially if it goes well, tears are shed because everybody has worked so hard, even the accreditation team, and all of the people at the university working so hard—such a celebration. It is a fun thing. So, I’m glad that I did it.

When Sarah began teaching in higher education, she wanted to work in an “environment that wasn’t so big. I felt like I could make a difference. I wanted to have an opportunity to make a difference... as opposed to being just another cog in the wheel.” She taught the reading credential class part time for four years; then she taught “reading classes, language arts class, and early childhood classes because of so many years in primary grades.” Another class she taught was “classroom management—they took it as juniors.”

Sarah did not believe in being a sage on the stage but as earlier stated, she wanted her classroom to be a place of collaborative learning in which there were rich discussions centered around learning and education. She thoroughly enjoyed sharing with teacher candidates the practical side of teaching. Sarah felt invigorated because she was making a difference with her adult students in helping them to become teachers.

Sarah explained that she served on many committees, and she used those opportunities to get to know people that she felt would be able to help her students. Sarah recounted that a colleague once told her that she should not be on a particular committee. Sarah replied that “Student success committee involves people from admission and records... I won’t normally have interaction with that faculty; I need to know who those people are. I will need to interact with them to help my students.” After

Sarah had been teaching in higher education for six years, she “was looking for opportunities to work with graduate students”:

So I taught a grad level reading class the first semester at [university]. I was excited. I loved my grad classes in [Name of city] [and they] were so much fun. I found that my students were great.

Three of the respondents had the opportunity to serve in leadership positions: build a Master’s program, lead a Professional Development School, and serve as the coordinator of multiple subject credential. The respondents taught a variety of undergraduate and graduate courses, and served on multiple committees. John, Amy, and Sarah had earned tenure. John noted that he served in a variety of positions in a California professional teacher organization. Through these opportunities, the respondents broadened their understanding about teaching in higher education, made a difference in the lives of the students, and provided service to their universities.

Impact of identity on respondents in university experience. Angela has come to understand that the role of teacher educator “specifically has unified my professional identity [and the] other roles that developed and culminated: administrator, scholar. All of the roles of teacher educator unified the identities.” She explained how her identity shifted as she began teaching at the university:

Identity coming in, I was not a teacher educator. I transitioned in as a teacher; I get to instruct again. I transitioned in as an administrator and scholar, all scholarly work. Interestingly, it didn’t take long... that it really clicked in for me. Oh I am not just teaching; I am teaching future teachers. There was a moment where the reality of it hit me. Oh wait, this is even better of what I want to do. I get to help you prepare, to share the hearts and minds of the future generation, so I will have a greater impact through you.

Her identity as a teacher educator developed as she taught the classes:

So it developed as I taught candidates; my identity teacher educator developed with them. As I went on the journey with them [as they were]

becoming a teacher, my own identity as a teacher educator developed through the process.

Angela noted how her teacher identity has given purpose and understanding to the other aspects of her professional identity:

Teaching is the core because what I want to do in my scholarship is about teaching teachers. The teacher identity is key; even what I do as an administrator is about teaching or growing the program at the institution, the teacher piece is core. That's the things that bring tears to my eyes; it is core to my identity.

John explained that his beginning roles as a teacher educator working in the PDS helped to develop his professional identity as a leader and leadership.

But he also stated that his identity was always as a teacher: "[A] strong part of my identity always resonated with teacher." His primary objective was "always helping others to become teachers":

When I earned promotion and tenure, my emphasis reverted from scholarship teacher education. I just kept getting stronger and stronger as a teacher educator. I chose [Name of university] over a research institution, because they emphasized teaching more than research.

John realized that his professional identity as teacher educator had become stronger during his semester-long sabbatical, when he was "coming to grips with open time and having a different kind of life since being a teacher." It was the "first time I had my own professional time... so I just quietly read books that would help me with my teaching and I redesigned the social studies methods course. That's when I realized my identity became stronger as a teacher educator."

Amy explained that the identity of a new teacher educator was "you're on your own, or you find help if you need it." She said her professional identity was "trainer, mentor, guide, I still see myself as a teacher." Amy reflected on her professional identity when thinking about working in K-12 and in teacher education:

No, it did not change. I think the only way my professional identity changed, slightly with the clientele I worked with. Going from kids to teachers, to in-between kid and teachers to candidates, I still see myself as a teacher. The only thing that has shifted is who I am teaching. Now I am leading... my teacher education colleagues. I am not sure my identity has changed that much.

Amy noted that she views her professional identity through the lens of an expert:

I think that my identity is maybe more of an expert now because I am working with such novices. I feel like I know a lot more than they do. Whereas when I was working with the teachers, some of those teachers had worked a lot longer than I had. I knew more about Reading Recovery than they did, but not about other things... with my candidates, I am pretty sure that I know more about things. So that puts you in a kind of expert role where they really look up to you, like they are these little sponges and they want to soak in all of your experiences, all of your wisdom and knowledge you can give them.

Amy noted that she thoroughly enjoyed teaching in higher education: “What has really made me realize I like to teach and when I teach my class—it’s five and half hours long—I am so excited to be there. This is why I do this, because I love this part.”

Sarah explained that she was not a leader and that aspects of leadership did not coincide with the way she developed relationships with people:

A leader is a person who is administrative. [With] a leader, sometimes people are following, and I would rather have them not follow but go along beside me... I would rather go beside someone rather than this is what I have done and this is what you should do. Rather, let’s figure this out; let’s do it together. I would rather have someone support me versus having someone telling me what to do. Sometimes leaders get the idea that they should tell you what to do... I don’t want to push people around; [rather] I wanted to make the difference in the life of students.

Sarah passionately identified herself as a teacher: “I am still a teacher... I love being in the classroom. First and foremost, I was a teacher even when I was a mentor to other teachers at my school site. I was a teacher and now I teach different size[s] of kids.”

All respondents explained that their teacher identity was the foundation for their professional identity. They enjoyed teaching in higher education and felt that they were

making an impact on the teacher candidates. Angela and John noted that their professional identity shifted as a teacher educator. Angela explained that her professional identity coming into higher education was teacher, administrator, and scholar. She passionately explained that “teacher” was core to her identity and provided a deeper understanding of the other aspects of her professional identity. When she began teaching classes, it was with the realization that she was impacting the hearts and minds of teachers, not just instructing them, that shifted her professional identity to teacher education. When John entered higher education, he saw his identity as leader and leadership. However, he noted that “teacher” had always been a strong part of his identity. His professional identity shifted as a teacher educator when he helped teacher candidates become teachers, and it became even stronger when he had the opportunity to read and redesign his course.

Amy and Sarah did not specifically mention that their professional identity shifted as a teacher educator. Amy recalled that her professional identity as teacher and leader did not change as she transitioned into higher education. However, her teacher identity shifted into that of an expert as she worked with teacher candidates. Amy described her professional identity as expert teacher, leader, trainer, guide, and mentor. Sarah claimed that she has always been a teacher and not a leader. She loved being in the K-12 classroom and making a difference in the lives of her students. She valued being a mentor to new teachers at her school site, but she viewed that role through the lens of a teacher, not a leader. When she transitioned into higher education, she explained that she was a teacher and the only thing that had changed was the “size of the kid.” She felt that

she made a difference with adult learners and took the time to support and mentor them, so they could be successful in their own classroom.

Impact of support respondents had on teacher candidates. The respondents supported teacher candidates by modeling and incorporating sound pedagogical methods and strategies into their courses, then provided opportunity for teacher candidates to practice and discuss the different strategies and how they could be used in the classroom. The respondents noted that they used these strategies in K-12 but adapted them for the university classroom.

During her graduate studies, Angela studied “pedagogy and brain-based learning, how students learn, how to structure a classroom”; then she “overlaid that in the higher education environment.” With her educational expertise and the K-12 experience, she supported students’ learning and modeled appropriate pedagogical skills necessary for teaching K-12 students:

I prepare lectures every week, so there is a level of disseminating information. But in a lot of ways taking those same pedagogical skills, now we have talked about something, now I am going to break you into groups to apply that knowledge to a concept, compare, contrast, [or] debate. Do what would be considered more K-12 practices but taking that into the higher education environment.

Another way that Angela supported the students’ learning was by modeling and practicing specific instructional strategies:

And in teacher education, I think it is core in training future teachers, I should be doing things in my classroom. My classroom is actually a place of learning for them, not just in curriculum but in strategies, leaving with strategies, (e.g., the jigsaw classroom). I am helping them see how they can weave together the dissemination of knowledge and help them see the application. Can’t do a lecturing format given what we are trying to do.

Angela's goal was to help teacher candidates to develop into scholar practitioners who would have the skills to access research studies to expand their own knowledge of teaching over time:

[Whenever] we are trying to train them as a scholar practitioner, you need the scholarship piece because the field you are going into is an art and skill, so you need to figure it out. Let us introduce you to the wealth of knowledge that you can tap into; you hone your repertoire over time.

Angela noted that she and the faculty at her university supported the candidates as they prepared to become teachers:

There is similarity of that specific focus on how a student is doing that carries over from K-12 to teacher education. We know the skills and knowledge that you take on for the job that you say you want to do. So there is a hands-on focus and intentionality... if we see concerns, we jump in to help. Most appreciate the help. Some were resistant, didn't want to do the learning, just get it done. Most come in because they have this passion for working in education... great reception of the learning to the guidance we are giving for them.

When John was a K-12 teacher, he had developed a "strong background in pedagogy," and later at the university he was able to support teacher candidates to consider other alternative pedagogies other than lecturing:

In teacher education, I understand the differences as the age groups. For example, I found that I got to understand how in schools you start off with the young ones, you are much more involved in pedagogy rather than content. But as kids get older, teachers become more involved with content than pedagogy. I encourage high school teachers to try to be more receptive to pedagogies instead of stand and deliver type. I could articulate what I was doing now in scholarly theoretical terms, whereas before, I didn't even think about that.

John used a variety of strategies to engage the adult learners in his classroom:

I didn't do stand and deliver. I made sure we had student discussions, then activities- hands-on, working in groups... they would do the activities with the experience. It was very helpful, because I would have people who would work all day and come to class in the late afternoon or evening. They didn't want someone standing there talking the whole time.

John provided meaningful assignments and provided a way for students to share what they had learned during class discussions without putting them on the spot:

For one thing in the daily classes, I had them do activities where I could observe and they could articulate. I always tried to have meaningful assignments where the students could communicate to show what they learned. I always had them show, not just give an answer. For example, I would ask open-ended questions. I had different systems for randomly calling on people. I wouldn't put them on the spot. I would have them discuss first with the group, then call on an individual, and if they didn't know, then they could respond to what the group had talked about. It takes away the anxiousness of participating, made sure that everyone was participating.

John used “mostly authentic assessments. Once in a while I would have a quiz.”

Moreover, he understood “the students come to [the] university tired” so he “incorporated the arts in [his] course including music—guitar.” He also shared stories from his teaching experiences as an elementary teacher and administrator with the adult students.

Amy felt that her prior teaching and training experiences helped her to support the teacher candidates:

I think being a teacher leader and a trainer for professional development provider and trainer at the district level helped. And being a teacher myself, so knowing what happens in the classroom and then being able to transfer that over to new people who are trying to be in the profession.

Amy explained, “I want to help... teachers are helpful people. We have gone through it and we know... it's difficult to get it all done. We want to help and continue to produce great teachers because that is what we need.”

Amy noted the progression of support that teacher candidates needed as they became beginning in-service teachers:

They don't even know how to do this, so how can we expect them to do this? I always say that my job is to teach them enough to be successful during their student teaching where they have a master teacher helping them and their first couple of years of teaching where they also have an induction person helping them for two years. That's all that I can do is prepare them for the first two years.

Amy explained that the way she viewed learning and teaching has not changed. She still used the same apprentice model of teaching in higher education that she did when she taught Reading Recovery in the school district:

I have seen the effect that it has on adult learners, and I see the effect that it has on the elementary students when the candidates are working with the students. This gradual release and scaffolding, apprentice model... works for me, and I see it work for kids so that tends to be the way I teach. That's been my theory; that's really what we do in teacher education. We have our lesson plans set up, so during the instructional part there is a gradual release—where you model it, talk about it, practice, practice with each other, then set them off on their own.

Amy recounted how she specifically used the apprentice model when she taught the candidates a new lesson:

Whenever I teach them a new skill or strategy or lesson, I model, watch videos, break it down, practice together, plan together. Then they do it with the real-life humans, then reflect on it. Think what did we do well, how can we do better for next time, plan for the next lesson, but we don't teach it, because we don't come back for another week.

After the candidates worked with elementary students in an afterschool program, they came back to the university and Amy helped them debrief and reflect on their lesson:

A big part of our teaching is what actually happened and then now what? These things will actually happen in your classroom. We start making charts about classroom management, checking for understanding, how do we make accommodations for students with special education or the English Language Learner. And we're learning by either working, or "Oh, oh, I need something." I always model first.

Amy described a time when she supported and mentored two candidates who needed a boost of confidence:

We get people who are really shy—two boys so shy, really timid. They are going to be eaten alive by kids and even in the small groups, they were eaten alive. Then we had a conversation about acting. When the bell rings you are the best teacher in the whole world and you act like that, and when the bell rings again, you can go back to your corner. When you are with those kids, you are the best teacher in the world.

Amy saw a change in their confidence level by the end of the semester:

At the end of the semester, I saw them shift and really write and reflect and how that was a good tip for them. They didn't realize that they could do that and then by acting and doing they became more confident, and then they were that. They came out of their comfort zone and realized, hey, I can do this with kids.

Amy used the analogy of an iceberg to help the candidates understand the perspective that developing as a teacher takes years of learning and experience:

I show them a picture of an iceberg. I show this is where you are at the top. You get to the water level at 10 years. Then you see how huge the iceberg is underneath it. I said after 20 years you are under the surface. It doesn't ever end. Don't ever think you are way up here that you know [everything] and that we can't teach you... it's years of experience that you will add on to your knowledge base.

In addition, Amy helped the teacher candidates understand the impact they will have on

K-12 students:

That is what you want to do is make a difference for kids. You want them to remember you, and I said they won't remember what you taught them [but] they will remember how you made them feel. That's the most important thing. Obviously you have to teach them, but kids can learn if they have the nurturing and everything. So you be that person and support.

Sarah has supported the teacher candidates by engaging them in discussions and modeling best practices:

I won't lecture, I have discussions... I have not changed. I believe that the way I taught my classroom regardless of the grade level, I teach my classroom the same way. I want to model for them what best practices are so they can use that in their classrooms. If I am standing up in front of you lecturing you and you're taking notes, and I am giving you a test, that is NOT what I want you to be doing in your classroom. It is not me being that sage, rather it's what are you talking about? How can we do this?

Sarah created an environment for her adult learners in which they could learn and be successful:

This is what I tell my students. I am trying to create an environment in our classroom at the graduate level in which you can be successful just like you will

create an environment in your own classroom so your students will be successful. We're not putting you in a classroom to let you fail. It is not my goal and if you think you are failing, we need to figure out, what can I do to help you be successful for where you are headed. It shouldn't be that you are failing... graduate students have a lot on their plate. They have families, job, juggling a lot so they can go to school.

Sarah provided many levels of support for her students. She even supported new teachers when they were setting up their rooms at the beginning of the school year:

[When] you guys get a job, I will come and help you set your classroom up. I had a student one time [name], got a job a ways away, you let me know. So he called me. I'll be there 8:30 and I showed up, and he says, "This was an experiment. None of us thought you would do this." Of course I am going to see your classroom. Where are you going to put your desk? What can you see from the desk? What can't you see? The idea of trying to set up your room and where this goes and where the desk goes.

The respondents supported adult learners in a variety of ways. All four of the respondents modeled similar pedagogical skills: discussions, group work, and use of a variety of educational strategies. All respondents noted that lecturing for the entire class period was not part of their teaching pedagogy. They also incorporated ways for students to be successful by providing feedback and opportunities to collaborate and practice, and supported students through the different course projects and assignments.

Each respondent mentioned specific pedagogical tools he or she used in his or her teacher education courses. Angela wanted her classroom to be a place of learning to weave knowledge and application. She provided opportunities for students to become scholar practitioners. John asked open-ended questions and provided opportunities for the students to demonstrate what they learned. He also incorporated the arts and music into his classroom. Amy used a gradual release and scaffolding, apprentice model in which she modeled and provided scaffolding; then students practiced their lesson multiple times. When they were ready, they taught their lesson to a student at a nearby

elementary school. Sarah engaged adult learners in deep discussions about education and modeled best practices. The respondents were very intentional in modeling pedagogical skills and providing opportunities for the teacher candidates to practice those skills in a supportive environment. There were times when the respondents mentored students having personal issues or just needed some encouragement in building their confidence as a teacher.

Impact of support respondents had on future K-12 students. Three of the respondents explained that their impact multiplied as they supported teacher candidates who would eventually become a classroom teacher with their own students. Angela stated that as a teacher educator, she would have more impact on students in the future:

There is a road through which I could have an impact on students but with even a further reach. While in my classroom, I could have an impact with 25 students, through teacher education through 25 future education teachers, I would have more impact on more students in the future. Impact I will never get to see and impact you believe to be as you prepare them to be scholar practitioners in K-12.

Amy explained her impact on future students over the longevity of a classroom teacher's career:

You're teaching 20 or 30 kids. You do that for over 20 years and that is how many kids you're going to impact... I am teaching 20 teachers or 30 teachers who are now going to teach 20 or 30 kids every year, so now my impact is ginormous. It grew from hundreds to thousands. And hopefully, I want to see kids doing well in school and kids to like their teachers and the teachers to be successful. If I can do that, then I know the kids will be okay. That was the biggest transition and my success. The impact that I could have on more people.

Sarah believed in her impact on the future students' understanding of reading and literacy:

Going into higher education and impact the 30 kids and understand reading and literacy, going into a classroom with adults who want to be teachers, and ten of them went out into [the classroom and they have] 20 kids. All of a sudden 200 kids [are] reading instead of 30.

The three respondents understood the potential to impact future students through their instruction and training of teacher candidates who would eventually become teachers. As a recently retired teacher educator, John did not mention his impact on future students.

Impact of support respondents had on community. Throughout her educational career, Angela has supported the students in the community through non-profit organizations. She tutored students and worked as a counselor in summer camps. Later, she was in charge of an extensive tutoring program. Now she meets with the superintendents and principals and identifies ways that graduate students can use data generated in the district to conduct research studies. This helps the students with their thesis and it supports the school district.

As a songwriter, John performed songs at various venues emphasizing relevant issues in education. He also presented a variety of workshops for teachers and teacher educators on how to incorporate music and the arts into the classroom.

Amy has served on the museum board in a small town for years and she has “finally ended being the president of the [Name] reading association. So I have been there, done that with service. But I am always happy to help.”

Sarah promotes reading literacy within the community. At the time of the interview, she had decided to tutor a little boy who had reading issues. She was teaching a course in reading practicum where the teacher candidates were assigned a child from the school site. There was one child left over, so Sarah agreed to tutor him:

I will put my money where my mouth is. So on Tuesday, I am going to do the assessment and I am going to tutor him. This is what I want my students to do so this is what I need to do... you would never leave a child unserved. Whether it was a little one or one of us. The child is the one who is important. If reading

one on one will help him to fill in the blanks, the ammunition to say, he still needs these services, then we have a leg to stand on. So I am excited about it.

Furthermore, she has worked in the community and initiated a reading program that supported literacy for preschool age children while at the same time motivated students to read in the classroom. Over the years, she helped a family member who is a teacher, set up the classroom for the new school year. Periodically, Sarah visited an elementary school to read with a child and help him or her decode. She remarked: “I need to have little kids read to me. I sat down by a kid and he was decoding and we were talking about stuff. I am a happy camper. Leave me alone right now.”

Sarah supported one of her graduate students who taught at a nearby junior high by visiting the school and helping to assess students in reading. The data from the reading assessments were used to plan instruction:

I was working with a junior high teacher. [She said] “We don’t have a common reading assessment. Can you come over and help me?” I was going to help them with the assessment and make suggestions of what they can do in the classroom. The instructional coach teacher and I assessed 35 students. They are not as low as the teachers thought they were. They just don’t have the background knowledge to sort everything else.

Sarah was instrumental in helping the staff come up with a practical plan of having the students read every day to bolster their reading skills.

The respondents found ways to give back to the community based on what they felt to be important aspects in their own lives: non-profit organizations, music, reading literacy, and service.

Impact of support respondents had on university. Angela supported her university by building a Master’s program that focused on training teacher candidates to

be scholar practitioners. She had many administrative and teaching roles and responsibilities:

Teaching, research methods and statistics, administrating the thesis research process, the partnership with schools and district, hiring and supervising of thesis mentors, and all of the process and procedures that need to be instituted of the process... advising and counseling students.

She also served as lead advisor for all of the students.

Angela is committed to her university and by working there, she believes that she is making an impact in the lives of students and in her community:

I see my time long term at [university]. I am open that something else may come along but in this space teaching and administration it feeds all my identities of teacher, researcher, scholar. I have to feel that the world is purposeful, that my work is making a difference other than with myself.

John provided service to the university by leading the Professional Learning Development School that was funded by a “grant for about four to five years.” It was a “unique school partnership.” As a university coordinator, John supported the “school based people” at the development school. He noted that he “spent more time with them” than on campus. In addition, he served on committees and presented at educational conferences. He also published articles on his research in the *Teacher Education Quarterly* as well as other juried scholarly journals.

Amy supported the university as a coordinator of multiple subject credential program: “So I took over stupidly and have been stuck, for eight or seven years. I’ve been the coordinator of the multiple subject credential program because no one else will step up and do it. I do wear many hats.”

Amy also supported the university through her dedication and strong work ethic:

There are always the people in life that always say “Yes, I’ll do it, alright, I’ll do it.” And there are people who just get by with the bare minimum. I have never

been that kind of a person. I am willing to do it. People think I am going to be good at it. And I tend to be the kind of person that I do things for praise. But I don't need praise anymore. I get praise from my students, that's good enough. Right now it's service to my university, service to my department, and service to my profession.

Amy explained that working as a teacher educator goes beyond an eight-hour work day:

It is not a nine to five job... I work at home. And I pretty much work seven days a week. I am always checking my emails, always doing some sort of work. Mostly because I am the coordinator of the multi-subject credential program and the accreditation coordinator.

Amy has provided service to her university in different capacities as well as serving on many committees throughout the nine years she has worked at the university. Amy collaborated with her colleagues and through research started a dialog across departments emphasizing teaching pedagogy:

The first class we did was our history class, we all planned it. What will the students get out of it? It was very interesting for us, because we are teachers and we know how to teach. We know pedagogy, and we were really thinking these other professors were not going to know how to teach. They surprised us. They did a nice job. They don't think about student outcomes or you have an objective. We presented at a couple of conferences in [Name of state] and in [Name of state]. People really liked it. It was a really great study. We taped and had transcribed all of our planning and post meetings.

Sarah has been dedicated to the university and teaching profession and spends a lot of time at the university to ensure that she fulfills her responsibilities:

I see graduate students on Monday through Wednesday. I teach and I keep long office hours on Thursday. I am in charge of two programs. The rest of the time I am at school for meetings, prepping classes, getting paperwork done. Everybody has to find that balance.

Sarah was asked to organize and prepare for the National Council for Accreditation of Teacher Education (NCATE) at her site:

I was actually in a position in our department years ago and [they] wanted me to organize our national assessments. I said okay, it wasn't what I wanted to do, I can do this. I need to step up to the plate. I was struggling with NCATE.

Sarah eventually asked to be released from the job because it “doesn’t make me happy.”

However, Sarah exemplified her attitude of “I will do my part and step up to the plate for the university, for my students, and for the profession.”

Summary

The themes *opportunity*, *challenges*, *support*, and *identity* emerged from the data collected in this study. The transition into the three educational experiences (K-12, doctoral studies, teaching in the university) was a catalyst through which the respondents were impacted by challenges and support, new opportunities for learning and leadership, and career change. The respondents identified many opportunities for learning and growth that facilitated a new direction in their educational careers. Some respondents expressed the view that their professional identity shifted in response to opportunities that stretched them academically, emotionally, and intellectually. Other respondents noted that their identity remained the same as they moved through the different educational experiences. They discussed the types of challenges and support they experienced as classroom teachers, doctoral students, and teacher educators. In addition, they described the ways they supported students, colleagues, their university, and their community throughout their educational career.

Chapter 5: Summary, Discussion, Conclusions, and Recommendations

Most university-based teacher educators enter higher education with teaching expertise and significant pedagogical knowledge (McKeon & Harrison, 2010). The prevailing assumption is that beginning teacher educators will be able to transfer their professional knowledge and teaching experience successfully into teacher education without any formal training (Dinkleman et al., 2006; Ducharme, 1993; Gourlay, 2011; Zeichner, 2005). Moreover, the preparation for becoming a teacher educator varies greatly in the United States (Lunenberg & Hamilton, 2008).

Results from studies conducted by Williams et al. (2012) and Dinkleman et al. (2006a, 2006b) indicate that new teacher educators struggle with their professional identity, role identification, and the development of pedagogical knowledge of teacher education. Researchers have posited that further inquiry is needed in identifying the process of how one becomes a teacher educator (Murray, 2008; Olsen & Buchanan, 2017; Ritter, 2007, 2009; Zeichner, 2005). Furthermore, McAnulty and Cuenca (2014) claimed that little is known concerning the development of the identities of new teacher educators; therefore, more research is needed to understand their professional identity development.

The purpose of this qualitative, narrative study was to inquire into the ways university-based teacher educators who once taught in elementary grades come to understand and describe their professional identity within the context of higher education. Additionally, this inquiry explored how their K-12 previous teaching experiences were

relevant to their new roles and identities as teacher educators. The study also investigated ways in which novice teacher educators experienced challenges and received support as they transitioned into a community of higher education. Finally, the study examined the ways they had come to understand their beliefs about teaching and learning within the context of higher education.

Summary

The four major themes that emerged from the collected data included *opportunities, challenges, support, and identity*. These four themes were identified throughout the respondents' K-12 teaching experiences, doctoral studies, and teaching experiences in the university. As the respondents transitioned into their K-12 experiences, they were impacted by opportunities, challenges, support, and identity. The respondents cited *opportunities* for learning and growth as they participated in educational training and earned a degree (e.g., MA, Ed.D, Ph.D). These additional degrees were a springboard for further opportunities for leadership and new teaching positions. The *challenges* were described in relation to colleagues, administration, and a heavy workload, which impacted the decision (for three respondents) to transition into new jobs. The theme of *identity* centered on their passion for teaching and satisfaction in helping and mentoring others. However, two of the respondents noted dissatisfaction with their heavy workload or teaching schedule, which caused considerable angst. Respondents demonstrated *support* in the ways they responded to the needs of students and colleagues.

The respondents spoke about *opportunities* within their doctoral studies to learn new perspectives about learning and teaching, and to deepen their understanding of

education. They stated that earning a doctorate would provide other career opportunities. *Challenges* were described in relation to an advisor or professor. Faculty members' insensitive remarks and unprofessional demeanor made lasting impressions on three of the respondents and negatively impacted their doctoral course work. Two of the respondents remarked that their doctoral program did not support the writing dissertation process, so they were instrumental in starting a writing support group with their cohort peers and classmates. The discussion on *support* during doctoral studies centered on cohort peers and faculty members who provided encouragement, reassurance, and inspiration. Interactions with specific faculty members provided opportunities for deep discussions in a respectful, collegiate environment that fostered growth and collaboration. Their cohort of peers was a network of support as they studied together and collaborated while navigating the doctoral courses and dissertation writing. The discussion around *identity* revealed the respondents' readiness to begin their doctoral studies. They expressed their excitement about learning and enjoyed the connection with other learners. They felt satisfaction as they grew and developed as educators and doctoral students.

As the respondents transitioned into the university, the discussion of *challenges* centered on a lack of support, pedagogical adjustments, and politics. The challenges impacted the respondents as they looked for support and familiarized themselves with the logistics of the university such as retention and tenure. They identified a lack of support as to explicit training on the roles and responsibilities of a teacher educator. Moreover, three of the respondents remarked that the politics of the higher education hampered the support they needed as new teacher educators. Discussions on politics centered on the lack of leadership and support within the department and university, and tenured

colleagues who were resistant to new pedagogical changes. Pedagogical adjustments were needed as the respondents acclimated to working with teacher candidates and prepared them to teach. Two respondents collaborated with peers to plan the courses or programs, and one respondent read research literature to help organize a course. One respondent used the research from her dissertation to enhance and extend the work being done with teacher candidates.

Respondents stated that they received support from administration or faculty members. These individuals supported in a number of ways: collaboration in planning a course or conference, assistance with the retention and tenure process, encouragement with the acclimation to the education department, committees, and teaching courses. In addition, respondents supported teacher candidates and graduate students, future K-12 pupils, their community, and the university. They mentored and guided teacher candidates and graduate students both academically and in their personal lives. They were cognizant that they had a dual role: to teach content but also to model for the teacher candidates how to teach the strategies and incorporate research-based pedagogy. Moreover, the respondents were involved in educational non-profit organizations, which provided opportunities to make a difference in the field of education and their community. The respondents supported their university through service, research, and a dedication to the profession.

The theme of *opportunities* within the university revolved around serving on committees and serving in leadership positions (PDS, coordinator for the multiple credential program, building a Master's program). Some respondents took the opportunity to attend professional development that helped them to acclimate to the

general procedures of the university and education department, conduct research, and present at conferences. Through the support of colleagues and varied opportunities, the respondents acclimated to the roles and responsibilities of a teacher educator.

Discussions on identity centered on their teacher identity and professional identity. Their teacher identity was core to who they were and gave purpose to their career in education. Their professional identity in higher education did not change but rather shifted, as they realized the impact they would have on teacher candidates and those candidates' future K-12 pupils. The teacher educators felt a sense of satisfaction in their new roles as they transitioned from the K-12 setting. The respondents were passionate about teaching in higher education as they supported, mentored, and guided the next generation of teachers.

The themes of *opportunities, challenges, support and identity* were inter-related throughout the respondents' educational career. Opportunity was a catalyst for learning, growth, and transition. Through opportunities the respondents wrestled with changes and challenges and developed supportive and collaborative relationships. Throughout their educational experiences, they supported students, colleagues, their community and university. Throughout their educational career, their impact was far reaching as they taught and counseled students, collaborated with their peers, and passionately instructed teacher candidates to be the best teacher for the K-12 students. For all of the respondents, the core of their professional identity was teacher. With each educational experience, their identity shifted to accommodate the acquired knowledge and additional responsibilities. The respondents expressed a deep satisfaction with teaching students of all ages and making a difference in their lives.

Discussion

The following discussion centers on the combined data in relation to the research questions and the related literature on university-based teacher educators transitioning into higher education. Throughout the data collection, the respondents shared their perspectives and personal biographies, which reflected their teacher beliefs on pedagogy, students, and education. The first research question dealt with the respondents' rationale for leaving the classroom and working in higher education: In what ways do beginning university-based teacher educators who were once elementary classroom teachers identify their personal motives in becoming a teacher educator?

The motives of the respondents for transitioning into higher education were based on either a natural progression in their career or outside circumstances that necessitated a change in their career (Bridges, 2001). Timing was a factor that influenced the respondents' transition into higher education. For John, the transition was a natural progression in the sequence of his teaching career. He was halfway through his teaching career, and he did not want to become a "burned-out" teacher waiting for retirement. Instead, he chose to finish his career in higher education supporting teacher candidates. Turley (2005) noted that working with adults is one reason teachers become teacher educators. Angela's career had taken some unexpected turns, and she felt the need to return to teaching in education. Amy's position with the school district was changing, and she felt her teaching experience was perfect for teaching in higher education. Sarah moved into higher education based on personal experiences that were happening in her life. As the respondents experienced an inner awakening or a change within their careers or personal lives, their decision to transition into the university was based on personal

growth, personal need, and the perspective that they would have a greater impact on education (Bridges, 2001). As the four respondents transitioned into higher education, they experienced challenges and opportunities to develop as educators and impact education on a deeper level.

The focus of the second research question was on how the respondents' previous elementary teaching experiences influenced their new roles in the university: In what ways do beginning university-based teacher educators, who were once elementary classroom teachers, identify how their previous teaching experiences and teaching identity are relevant to their new roles and identity as university-based teacher educators?

The respondents' teaching experience and previous identity were relevant to their roles in higher education in four ways. First, the respondents noted during the interviews a personal enjoyment of teaching and learning while working both in K-12 and in higher education. Angela stated that as a K-12 teacher, she loved to go into a classroom and engage with students. Her passion for teaching had not diminished as a teacher educator. She explained that she did not care how she felt before she came to the class; in the moment of teaching, there was something beautiful about interacting with students. John commented that he was full of energy and enjoyed what he was doing in K-12. And he wanted to positively contribute as a teacher educator in helping prospective and novice teachers be successful. When Amy worked in K-12, she was a RRC teacher leader and thoroughly enjoyed working with the teachers in her district. As a teacher educator, Amy expressed her excitement in teaching a five and a half hour class. She wanted the candidates to have a passion for teaching and to have fun. Sarah mentioned that in K-12, she loved her kids, planning, organizing, and creating. As a teacher educator, she loved

sharing with the teacher candidates about the reality of teaching and the application of theory. The respondents' excitement and enthusiasm for teaching and learning did not wane when they transitioned into higher education. Working with teacher candidates and sharing their passion for teaching was exactly what they wanted to do. Research on the transition of new university-based teacher educators (Viczeko & Wright, 2010; Wood & Borg, 2010) has also shown that former K-12 teachers and administrators experienced excitement about the opportunity to work with pre-service teachers. Similarly, Griffiths et al. (2014) noted that new academics found it rewarding to teach at the university.

Second, three of the respondents brought their expertise as veteran K-12 classroom teachers (at least 16 years' experience) into higher education. They had experience teaching multiple grades and understanding child development and classroom management. They taught a variety of subjects and grade levels. The respondents understood how to plan effectively and differentiate curriculum to meet the needs of their students. According to McKeon and Harrison (2010), most university-based teacher educators enter higher education with K-12 teaching expertise. Similarly, Murray and Male (2005) noted that new academics enter higher education with a wide base of knowledge and understanding of the practices of teaching and learning based on their prior experiences of school teaching.

Although Angela's career was more nontraditional, her experiences working with children in the non-profit arena, teaching undergrad classes as a graduate student, studying education in her doctoral program, teaching one year as a K-12 classroom teacher, and conducting educational research prepared her for the roles and responsibilities of a teacher educator. In addition, all of the respondents had experience

working with adults prior to teaching full-time in teacher education. They were committed to providing the best instruction and learning opportunities to help teacher candidates develop into excellent classroom teachers.

The third way that the respondents' previous teaching experience and identity were relevant to their roles in higher education was the transference of pedagogical practices based on their philosophy of teaching. As expert K-12 teachers, they were familiar with lesson planning, modeling, curriculum development, and incorporating instructional strategies to help students access and develop an understanding of the subject being taught. They used formative assessments to identify students' strengths and weaknesses and planned intervention and enrichment to meet the students' needs. This is similar to the findings of McKeon and Harrison (2010), who posited that most university-based teacher educators enter higher education with significant pedagogical knowledge and expertise as well as many teaching skills. This expertise was useful and important when teaching and discussing K-12 pedagogy with the teacher candidates.

The respondents noted that their pedagogy reflected constructivist aspects, which included rich discussions, hands-on activities, project-based learning, and some dissemination of information with collaborative activities to foster learning in their courses. They all commented that lecturing was not part of their pedagogical repertoire. They wanted to model best practices for the teacher candidates to use in their own classrooms. However, three of the respondents noted that they needed to adjust their pedagogy when working with teacher candidates. This relates to the research of Swennen et al. (2009), who posited that teacher educators come into higher education as expert teachers yet they must reflect and change how they teach. Researchers have also

emphasized that teaching in higher education is a complex process, and more extended pedagogical skills are needed than those required by classroom teachers (Dinkleman et al., 2006a, 2006b; Murray & Male, 2005; Nicol, 2010; Zeichner, 2005). However, Sarah stated that she taught the same way and used the same strategies with teacher candidates that she used in the K-12 classroom. Some new university-based teacher educators who conducted self-studies also reported that they relied on their K-12 teaching strategies as they transitioned into higher education (Dinkelman et al., 2006b; Goodwin et al., 2014).

Fourth, the respondents transferred affective teaching practices into their teacher education courses. The respondents believed that whether teaching in K-12 or in higher education, learning thrived in an environment where the teacher developed rapport with the students and demonstrated care and support within the classroom. Angela spoke of being a counselor, helping teacher candidates to find their course. John understood that the adult learners had worked all day and would come to his class tired. He incorporated strategies to engage them through collaborative hands-on projects, singing, and group discussions. Moreover, John understood that some adult learners were hesitant about speaking in class, and he used strategies that would help them feel more successful when sharing in class discussions. Amy used her humor to help students feel comfortable and mentored students who needed a boost in their self-confidence. Sarah noted that she always put the needs of the students first in her classroom. She mentored and counseled them in other aspects of their lives other than academics.

The respondents felt it was their responsibility to support the teacher candidates' growth and development as they traveled along their path to become a teacher. They modeled similar affective practices that they had used when teaching in the K-12

classroom to promote a supportive learning environment in higher education. The idea of supporting teacher candidates was noted in a research study by Smith (2005). She asked novice teachers and teacher educators to identify characteristics that made a good teacher educator. One such characteristic was a willingness to provide support for teacher candidates and show patience and empathy as teacher candidates went through professional and individual growth in the teacher education program.

All four of the respondents identified themselves as teachers who thoroughly enjoyed teaching in the classroom and supporting the learning efforts of students whether in K-12 or in higher education. This is similar to the research of Young and Erickson (2011) who taught elementary grades prior to their transition into higher education. They also stated that regardless of the age of their students they were “first and foremost, teachers” (p. 121) and experienced a “satisfaction when their students learned” (p. 128). In addition, Amy, Angela, and John served in leadership roles in K-12 and they continued to fulfill leadership positions in their university. The respondents used their teaching experiences including aspects of their K-12 pedagogical practices, teaching philosophy, and teacher identity, to help them navigate their roles and responsibilities as teacher educators.

Table 4 organizes the relevancy of respondents’ roles and responsibilities during their elementary and teacher educators’ careers. The first column represents the respondents’ identity, roles, and responsibilities in elementary grades. The second column represents identity, roles, and responsibilities of a teacher educator. The third column represents the ways in which their elementary experiences and identity were relevant to their experiences and identity as a teacher educator.

Table 4. Relevancy of Previous Teaching Experience to Roles in Higher Education

Roles and Responsibilities, Identity of Elementary Teacher	Roles and Responsibilities, Identity of Teacher Educator	Relevancy of roles and responsibilities for Teacher Educator
Developed Subject Content Knowledge and Experience <ul style="list-style-type: none"> Teacher, grades K-12 Counseled students to set social and academic goals Helped students to be successful learners Classroom procedures Loved teaching, affective teaching Responsibilities <ul style="list-style-type: none"> to students, parents, school, colleague Teacher, leader Served on committees Taught reading intervention (ELD) pull-out program Administrative role: worked collaboratively to make school-wide decisions Staff meetings Content Pedagogy <ul style="list-style-type: none"> Planned lessons Prepared, organized, developed curriculum, taught in units/integrated curriculum Creative: incorporated music Relationships <ul style="list-style-type: none"> Colleagues, administration Rapport with parents Mentored colleagues 	Roles <ul style="list-style-type: none"> Professor-teaching Administration Researcher/scholar Counselor/mentor Responsibilities <ul style="list-style-type: none"> Prepare teacher candidates to become teachers Mentor teacher candidates Office hours Dual role teaching: subject knowledge and teaching knowledge Service to university, profession, and department Serve on committees Leader, coordinator Scholarship work-tenure Collaborative team member Building a Master's Program 	Teacher Attitudes <ul style="list-style-type: none"> Passion for teaching and learning Work ethic-responsibility teach well Commitment to education Practical Experiences <ul style="list-style-type: none"> Experience working with adults, knew adult learning theory Natural organizational abilities/administration Teacher leader Special education Transferred K-12 Pedagogical Practices <ul style="list-style-type: none"> Modeling: Strategies, discussions collaborative discussions, hands-on activities Organized courses Authentic assessments Incorporated music Principles of learning Expertise in reading literacy or S.S. Apprenticeship model Make learning fun and applicable Affective Teaching Practices <ul style="list-style-type: none"> Supports students Fosters passion for teaching, love of learning Commitment to students and learning Sense of humor

Note. K = Kindergarten; ELD = English Language Development; S.S. = Social Studies

The focus of the third research question addressed the challenges and support the respondents experienced during their transition into higher education: In what ways do beginning university-based teacher educators, who were once elementary classroom teachers, identify the challenges and support experienced as they transition from teaching elementary grade students to working within the community of higher education?

This section focuses on four challenges: lacking support in development as a teacher educator, readjusting pedagogical knowledge of teacher education, navigating through politics, and feeling like a novice teacher again. Table 5 organizes the types of challenges and support the four respondents encountered as they transitioned into higher education.

Table 5. Challenges and Support during Transition from Elementary to University

Challenges	Support
<ul style="list-style-type: none"> ▪ Dual pedagogy: teaching for mastery and content ▪ Different way of teaching and thinking about learning ▪ Helping students to learn something that isn't static ▪ No explicit training on what it means to be a teacher educator ▪ Pedagogy for adult learners ▪ Politics in university ▪ Heavy workload ▪ Lack of support and collegiality ▪ Felt like a novice ▪ Tenure – RPT binder ▪ Philosophical misalignment, pressure to conform ▪ Develop interpersonal relationship with adult learners ▪ Need to prove that TE is knowledgeable in field ▪ Adults judge performance of TE 	<ul style="list-style-type: none"> ▪ Mandated seminar- institution's history and philosophy ▪ Orientation for new teacher educators ▪ Department chair support- professional portfolio for tenure, articulate professional research, opportunity to plan department conference ▪ Advisor – mentor ▪ Colleagues- planned same course, supported tenure process, and transition into department and growth ▪ Education Department

Note. TE = Teacher Education; RPT = Reappointment, Promotion, Tenure

First, there was a lack of systematic support in understanding the roles and responsibilities of a teacher educator. The four respondents indicated they did not receive formal training when they entered higher education. The lack of formalized preparation for becoming a university-based teacher educator is well documented in research (Cochran-Smith, 2003; Goodwin & Kosnik, 2013; Olsen & Buchanan, 2017; van Velzen et al., 2010; Viczeko & Wright, 2010; Williams, 2013).

Angela and Amy attended seminars and orientation meetings that provided initial information about the institution's history and general information for new faculty. However, Angela's university did not inform her of the specific roles and responsibilities of a teacher educator. Amy's department did not support her through the retention and tenure process. However, Amy noted that the university where she currently teaches has made great strides to improve the way it supports the new teacher educators since she first entered the academy.

John acknowledged that when he transitioned into the university, "There was no training for teaching in teacher education. Once a person received their research degree, they could teach." The assumption was that if a professor had a degree in his or her content area, then he or she had the pedagogical knowledge and ability to teach in higher education. This assumption that beginning university-based teacher educators who came from a K-12 teaching background would be able to transfer professional knowledge and teaching experience successfully in teacher education without any formal training is well documented in the research (Jawitz, 2007; Patrizio et al., 2011; Williams et al., 2012). Moreover, Sarah did not feel supported by the department chair and some colleagues while teaching in the Midwest because of philosophical differences.

A second challenge was to develop pedagogical knowledge of teacher education (Bullock & Christou, 2009; Dinkleman et al., 2006b; Field, 2012; Goodwin et al., 2014; Williams, 2013; Williams et al., 2012) and “to acquire new knowledge and understanding of higher education teaching” (Murray & Male, 2005, p. 135). The work of beginning teacher educators necessitates new ways of learning and teaching: modeling and communicating how to teach, understanding adult learning, and developing pedagogical knowledge that demonstrates how theory and practice complement each other. Angela, Amy, and John reported that they had to readjust their way of thinking and teaching in higher education. Through reflection on their own practice, they came to understand that the pedagogy they initially used from K-12 had to be adjusted to meet the needs of new teacher candidates (Nicol, 1997; Dinkleman et al., 2006). Angela explained that teaching in higher education required a duality of teaching content but also developed skill. Teaching involved modeling how to teach for the teacher candidates. She noted that it is challenging helping the teacher candidates understand that teaching is not stable, that there can be multiple ways of teaching the same concept. This is supported by Shulman (1986), who reported that teacher educators have dual roles: (a) to demonstrate and model pedagogical content knowledge, and (b) to teach pre-service teachers ways to develop their own pedagogical content knowledge. Amy had worked as a teacher leader in the school district with experienced teachers. When she entered the university, she had to adjust her pedagogy to work with teacher candidates who had few or no background skills in teaching. Similarly, John came to the university as an experienced teacher and administrator, but he realized that his pedagogy as a teacher educator needed to be adapted. Sarah noted that she did not change the way she taught in higher education.

She found that the same strategies and techniques applied, but she adjusted them for the adult learners.

A third challenge experienced by three of the respondents was navigating through the politics in higher education. Other studies have indicated that institutional politics was challenging to navigate for new teacher educators (Guilfoyle, 1995; Staniforth & Harland, 2003; Williams et al., 2012). John and Sarah experienced a difficult relationship with colleagues who exhibited power within their departments. Furthermore, they were in conflict because the colleagues promoted a different way of teaching and learning that was contrary to the respondents' values and beliefs about what constituted good teaching. This is similar to Loughran (2014) who stated that although new teacher educators are experienced K-12 teachers, it can be challenging for them to "have a voice" in the university especially when trying to challenge "existing curricular conventions" (p. 274). These encounters with their colleagues did not foster collegiality or support as they entered higher education. Furthermore, they were not conducive for promoting collaboration for the advancement of learning and growth in teaching in teacher education.

Amy explained that the politics within her department and the university were intense when she began her career in higher education. Because there were so many changes in administration, she did not receive the support she needed as a new teacher educator. The lack of support from her department caused her angst and a feeling of isolation. She was initially frustrated with the lack of support situated around the process of tenure. Angela did not express that politics was a challenge in her university.

The fourth challenge was feeling like a novice as they entered higher education. This challenge has been documented in research. Former public classroom teachers have understood their roles and have developed sustained knowledge and skill. Many teachers felt comfortable within their teaching community and enjoyed the confidence of being an expert teacher. Researchers suggested that beginning teacher educators experience a new paradigm where the “expert becomes novice” as they began teaching at the university level (Berliner, 1986; Ducharme, 1993; McKeon & Harrison, 2010; Murray & Male, 2005; Pinnegar, 1995; Ritter, 2011; Swennen et al., 2009). As Amy entered into higher education, she shifted from being highly respected and well known in the district as a teacher leader and trainer to feeling like an inexperienced, beginning teacher educator. She mentioned that she felt like a beginning high school student. However, within her department, she felt respected because of her prior K-12 experiences. Amy’s identity as a leader soon surfaced, and she quickly joined committees and became the coordinator for the multiple subject credential.

Even though Amy was the only one who referred to herself as a “new kid”, the other respondents had to work through a climate of change in contrast to the familiarity and success they had experienced in K-12. At the time they entered higher education, Angela, John and Amy were strong leaders, and Sarah was a highly respected teacher. All of them had years of experience in education (teaching, administration, or research) and had worked with adults prior to becoming a professor. However, when they entered higher education, they experienced a lack of support and training for their role as teacher educator. They had to readjust their teaching pedagogy and build rapport and credibility with adult learners. Additionally, John and Sarah, who had experienced successful

careers in K-12, were surprised by the reaction of their colleagues at the university when they shared or wanted to incorporate the current best K-12 practices. The respondents were well-established experts in their previous roles, but the new teaching environment in higher education caused them to rethink, reflect, and take steps to acclimate to their roles as teacher educators. The respondents worked hard to develop their pedagogical practices and fulfill their roles and responsibilities as a teacher educator. In addition, they brought passion for teaching to their classrooms and continued to have an impact on their community and university.

The respondents identified individuals who took the time to support and mentor them as they transitioned into the university. Angela's support came from the education department and a colleague who supported her as she built the Master's program. John's support came from his department chair. She understood his K-12 background and helped him to develop the professional portfolio that was necessary for tenure. She also offered him an opportunity to help her plan a department conference, which helped him articulate his professional research. Sarah and Amy explained that their support came from colleagues within their department. Amy's support came from two colleagues who were relatively new to the university as well. One colleague who had been there a year helped Amy plan for the reading methods course and assist with the binder needed for retention and tenure. Amy mentioned that if it were not for her help, her transition would have been a different story. Initially, Sarah's support came from a professor who encouraged her when she first taught the reading credential class as an adjunct professor. He supported her by helping her create a syllabus for a reading credential class. Sarah

identified two other colleagues who helped her transition into the university and grow as an educator.

Since the university did not offer explicit support for beginning teacher educators during their transition into teacher education, the respondents worked with colleagues who made the time to support and mentor them through the process of retention and tenure and help them acclimate to the university system. The mentors played a role in helping the new teacher educators shift their professional identity into that of teacher educator and to successfully acclimate to the protocols and procedures of the department. In this way, they helped to build continuity and collegiality within the department.

The focus of the fourth research question was on how the respondents understood their beliefs about teaching and learning: In what ways do university-based teacher educators, who taught elementary grades prior to receiving their doctorate, come to understand their beliefs about teaching and learning within the context of higher education?

All of the respondents posited that their beliefs about learning and teaching had not changed but had been confirmed since they began teaching in higher education. This is similar to the findings of Goodwin and Kosnik (2013) who stated that teacher educators enter the profession with “implicit theories of what it means to teach well” based on their prior experiences as classroom teachers (p. 338). Teaching in higher education strengthened their beliefs and understanding of teaching and how students learn. Angela focused on best practices of connecting students’ learning to their lives and interests, and helping them understand why learning is important and necessary. Angela explained that teachers should be sensitive to the fact that students of any age feel

pressure because of the evaluative component within the education process, and the pressure to do well in their course work. Therefore, as teachers, it is important to be mindful of the emotions that might trigger fear and anxiety. The learning process is strongly tied to their ego.

The four respondents identified learning theory that they had developed and used in their elementary classes. They continued to model that learning process for the adult learners in their teacher education courses. John's beliefs about teaching and learning developed through his elementary teaching career and were confirmed during the Master's program. In turn, he was able to share his beliefs about learning and teaching with teacher candidates. Amy, Angela, and Sarah also concurred that they modeled the same learning theories and principles for the teacher candidates as they used in their own K-12 practice. They all identified a constructivist stance in their teaching and saw learning as a collaborative process. The beliefs of teacher educators intertwined throughout their elementary years and into their practice as teacher educators. The way they planned and taught their courses was based on their prior beliefs about learning and teaching (Kagan, 1992).

Conclusion

This qualitative study explored the narratives of four teacher educators who taught elementary grades prior to their transition into high education. This final section addresses the overarching research question: In what ways do university-based teacher educators, who once taught elementary grades prior to receiving their doctorate, understand and describe their professional identity as beginning university-based teacher educators? The conclusions are based on the overlay of Gee's (2000-2001) Perspectives

of Identity and the four major themes: *identity, opportunities, challenges, support* as evidenced in the participants' responses to the research questions. Using Gee's Perspectives of Identity helps to conceptualize the respondents' identity development through their K-12 experience, doctoral experience, and university teaching experience. As noted earlier, N-Identities represent the way individuals base their identity on what has naturally developed for them as they were born (e.g., twin, ethnicity, or physically challenged). I-Identities develop through a position within an institution. Moreover, D-Identities are formed through interactions with colleagues, especially as a person's traits or accomplishments are recognized through dialogue. A-Identities are developed within specific group memberships.

Table 6 reflects how the themes of *identity, support, challenges, and opportunities* are interwoven in Gee's (2000-2001) Perspectives of Identity: Nature, Institution, Discourse, and Affinity as they relate to the respondents' K-12 experiences. The first column represents perspectives of what has occurred naturally based on the respondents' comments during the interviews. The second column represents the opportunities, responsibilities, and challenges respondents experienced within the institution of education that helped to form their I-Identity. The third column represents dialogue with other individuals and the challenges and support the respondents received which affected their D-identity. The fourth column represents the opportunities, challenges and support they experienced within the affinity groups which affected their A-Identity throughout the K-12 experiences.

Table 6. Overlay of Gee’s Perspectives of Identity with Themes: K-12 Experience

N-Identity	I-Identity Opportunities, Challenges	D-Identity Challenges, Support	A-Identity Challenges, Support, Opportunities
<ul style="list-style-type: none"> ▪ African American ▪ Caucasian ▪ Loves to learn ▪ Curious ▪ Creative ▪ Humorous ▪ Articulate ▪ Natural talent for organizing ▪ “Smart” ▪ Temperament to help 	<p>Teaching assignments</p> <ul style="list-style-type: none"> ▪ Teacher: Public school or charter K-8 ▪ Teacher of multi-age students ▪ Special Education Teacher ▪ Leadership <p>Teaching responsibilities</p> <ul style="list-style-type: none"> ▪ Schedules ▪ Adjunct duties ▪ Curricular expectations ▪ Testing and assessment ▪ IEP meetings ▪ Grouping students based on ability <p>School districts decisions</p> <ul style="list-style-type: none"> ▪ District changed ELL instruction ▪ District disbanded RRC for strict adherence to textbook adoption ▪ Administration-the “right thing to do” 	<ul style="list-style-type: none"> ▪ Positive and negative feedback from principal, staff, colleague in school district ▪ Positive only feedback from superintendent ▪ Positive feedback from parents 	<p>Opportunities for new membership:</p> <ul style="list-style-type: none"> ▪ K-12 Teachers ▪ Administrator ▪ Music ▪ Charter school administration ▪ Language arts committee ▪ Teaching staff ▪ RRC teacher leaders ▪ Special Education teachers

Note. ELL = English Language Learners; IEP = Individualized Education Program; K = Kindergarten; RRC = Reading Recovery

N-Identities. The respondents' N-Identities represent perspectives of being in nature that are not chosen, such as ethnicity (Bullough, 2008). Throughout the respondents' lives, these identities have developed, and they have been recognized as a certain person.

Angela and Amy explained that they were always curious as children, always wanting to learn. Angela explained that she had a natural talent for organizing and solving problems, which helped her with administrative roles throughout her career. Amy noted that she learned things easily and used humor in her classroom. John had an affinity toward music and the arts and shared his love of music with students and adults. Sarah was articulate and organized her thinking in stories and around themes. She said, "That is the way my brain works." These natural states of being have played a role in the kind of teacher the respondents have become and how they conducted their classroom.

Table 7 reflects how the themes of *identity*, *support*, *challenges*, and *opportunities* are interwoven in Gee's (2000-2001) Perspectives of Identity: Nature, Institution, Discourse, and Affinity as they relate to the respondents' doctoral studies. The first column represents the ways in which the respondents identified the N-Identities that had occurred naturally for them. The second column represents the opportunities, responsibilities, and challenges respondents experienced within the institution of education that helped to form their I-Identities as doctoral students. The third column represents dialogue with other individuals and the challenges and support the respondents received which affected their D-identities. The fourth column represents the opportunities, challenges and support they experienced within the affinity groups which affected their A-Identities throughout their doctoral experiences.

Table 7. Overlay of Gee's Perspectives of Identity with Themes: Doctoral Studies

N-Identity	I-Identity Opportunities, Challenges	D-Identity Challenges, Support	A-Identity Challenges, Support, Opportunities
<ul style="list-style-type: none"> ▪ African American ▪ Caucasian ▪ Loves to learn ▪ Curious ▪ Creative ▪ Humorous ▪ Articulate ▪ Natural talent for organizing ▪ "Smart" ▪ Temperament to help 	<ul style="list-style-type: none"> ▪ Doctoral student ▪ Expectations of doctoral student ▪ Course work ▪ Required to go to campus of university for the summer ▪ Dissertation writing ▪ Strict writing guidelines ▪ Lack of support for dissertation ▪ Assumption: you are smart, you do not need support 	<ul style="list-style-type: none"> ▪ Dialogue with: cohort, faculty, family members, and teachers in school district ▪ Positive feedback from advisors: <ul style="list-style-type: none"> - words of affirmation - guidance - supportive ▪ Negative feedback from advisors: <ul style="list-style-type: none"> - prejudice - devalued K-12 practical experience with insensitive remarks 	<ul style="list-style-type: none"> ▪ Doctoral student at specific university or college ▪ Education department ▪ Cohort ▪ Dissertation writing group ▪ Did not feel welcome in class

Note. K = Kindergarten

I-Identities. Initially, the Institutional-Identities developed as the individuals became teachers adhering to the duties and responsibilities required by the school district, school board, state department of education, legislature, and universities. As teachers in the public and charter school arenas, the respondents taught multiple grades at different schools. John also taught multi-age K-2 students. They adhered to the schedules, adjunct responsibilities, and curricular expectations and responsibilities as required by the school and school board. The respondents noted that they enjoyed being teachers and felt

passionate about teaching students. However, Amy (public school) and Angela (charter school) were impacted physically and emotionally by the multiple duties and responsibilities within their school site. Moreover, Amy had the added obligations to adhere to the state and federal laws of special education. As a result of their challenging workload, they both transitioned out of the classroom and their I-Identity shifted: Amy became a teacher leader in her school district, and Angela became an educational researcher. John's I-Identity included administrator when the district superintendent asked him to take an administrative position. As mentioned earlier, John's passion was not in administration, but he took the job because his services were needed at the school. Sarah was passionate about teaching and her I-Identity as teacher remained very strong. However, when decisions were being made that were not in the best interest of children, she advocated for best practices that promoted genuine learning.

The course requirements in the doctoral program helped to facilitate the respondents' development of I-Identities as a doctoral student. The institution provided opportunities to develop scholarly thinking and deepen their understanding of education. The respondents adhered to the rules and responsibilities of their respective doctoral programs (e.g., course work, writing, reading assignments, discussions, and residing on campus during one summer). They were excited about the opportunity to learn and collaborate in a learning community. On the other hand, they experienced challenges. Specifically, Angela and John experienced a lack of support for dissertation writing. Their institutions had specific requirements for completing a dissertation but offered little support in the actual writing of it. The respondents' I-Identities as a doctoral student and administrator remained strong. They conducted their own dissertation support group to

navigate the requirements of the dissertation writing. More information about the challenges in their doctoral studies is presented below in the discussion of Discourse-Identities.

As the respondents transitioned into higher education, they came to understand the tasks, duties, and responsibilities of a teacher educator that were authorized by educational institutions, education departments, colleges of education, and state legislation. Moreover, it was expected that they would prepare teacher candidates to successfully teach. Respondents entered the academy with I-Identities of teacher or teacher and administrator. Three of the respondents noted that they did not have explicit training on the responsibilities of being a teacher educator. However, some faculty members supported the respondents as they planned and taught courses, supported teacher candidates, served on committees, and attended faculty meetings. Three of the respondents found that the politics within the departments and colleges impacted the development of their I-Identity (teacher educator) and limited their ability to gain access to support as well as “membership” (Bullough, 2008, p. 67) into the faculty. Because of politics, two of the respondents reported they initially felt on the peripheral of the faculty. However, they had a strong sense of who they were and their beliefs about the education of students. The respondents continued to develop their I-Identities of teacher, scholar, and teacher educator.

Table 8 reflects how the themes of *identity*, *support*, *challenges*, and *opportunities* are interwoven in Gee’s (2000-2001) perspectives of identity: Nature, Institution, Discourse, and Affinity as they relate to the respondents’ experiences in the university as a teacher educator. The first column represents the ways in which the respondents

identified the N-Identities that had occurred naturally for them. The second column represents the opportunities, responsibilities, and challenges respondents experienced within the institution of higher education that helped to form their I-Identities. The third column represents dialogue with other individuals and the challenges and support the respondents received which affected their D-identities. The fourth column represents the opportunities, challenges, and support they experienced within the affinity groups which affected their A-Identities throughout their university experience.

Table 8. Overlay of Gee's Perspectives of Identity with Themes: University Experience

N-Identity	I-Identity Opportunities, Challenges	D-Identity Challenges, Support	A-Identity Challenges, Support, Opportunities
<ul style="list-style-type: none"> ▪ Female ▪ Male ▪ African American ▪ White ▪ Loves to learn ▪ Curious ▪ Creative ▪ Humorous ▪ Articulate ▪ Natural talent for organizing ▪ "Smart" ▪ Temperament to help 	<ul style="list-style-type: none"> ▪ Novice teacher educators ▪ Standards, TPEs, ▪ Serving on committees ▪ Attend faculty meetings ▪ Prepare instruction and learning activities for teacher candidates ▪ Politics ▪ Tenure 	<ul style="list-style-type: none"> ▪ Dialogue with: Colleagues, teacher candidates, K-12 and university teachers, administration ▪ Wants to be recognized as a TE who supports and cares for students ▪ Wants to impact education ▪ Politics 	<ul style="list-style-type: none"> ▪ Specific university ▪ Education department ▪ Faculty ▪ Committee members ▪ Professional Development School ▪ Research group ▪ Reading Association ▪ Science museum ▪ Lack of support

Note. TE = Teacher Educator; TPA = Teaching Performance Assessment

D- and A-Identities. According to Gee (2000-2001), individuals can form Discourse-Identities through interactions with colleagues. D-Identities can be based on recognition of one's accomplishment or characteristic traits. Gee posited that these identities can be

placed on a continuum depending on how active an individual is in pursuing the recognition of a certain trait or recognition of an accomplishment. The fourth way of looking at identity is what Gee (2000-2001) called Affinity-Identities, which focus on the “social practices” that form around an affiliation with a particular group (p. 105). Members of the group are recognized as *belonging* based on specific talents, skill set, and experience within the specific social practices identified with the group. The following section incorporates both the D-Identities and A-Identities since being part of an affinity group necessitates interaction and discussion, which impacts the recognition of D-Identities.

Teaching in K-12 brought opportunities for respondents to form A-Identities through membership in the specific groups of K-12 teachers, administrator, teaching staff at a specific school site, RRC teacher leaders, and special education. As the respondents worked in different capacities, they became part of the different affinity groups based on the social practices of being a teacher, administrator, school staff member, etc. The respondents indicated that they were part of specific affinity groups with phrases such as these “I loved that school; we were just like family.” “I still keep up with them on Facebook.” “We worked together; we were a family.” “We were friends, so we decided to get our doctorate together.” “People knew I had been there the longest and had a wealth of resources.” Within the affinity groups, the respondents interacted with other members, which also helped form and affirm their D-Identities. D-Identities can also be formed through interactions with individuals who are not part of the affinity group. The respondents noted that they were recognized as a certain kind of teacher; D-Identities were very strong as they were in dialogue with teachers, colleagues, administration,

parents and students. The positive interaction and feedback provided a strong basis for the formation of their D-Identities.

Many of the interactions occurred when the respondents acted as mentor, supporting their colleagues or collaborating. They received feedback that they were a great resource, helpful mentor, teacher, leader, story-teller etc. John was recognized as a problem solver; Amy, as a teacher leader; and Angela, as a leader with a talent for organizing. Sarah was recognized for her expertise in reading literacy. However, Sarah and John noted there were times when there was negative feedback from administrators or teachers. Sarah worked with a principal whose negative leadership played a role in her decision to transition into higher education. Her D-Identities had been confirmed as a wonderful resource and a person who knew the history of the school, but she needed to find a different teaching position. When John was an administrator, he experienced times when individuals were irate with his decisions. However, he stated that he made the best decision because it was in the best interest of students.

Furthermore, John was part of an affinity group for musicians; he performed music and the arts in his classroom and within the community. He instructed and shared his music in the university and in workshops. He was recognized for his D- and A-Identities (creativity) and unique way of raising social awareness through his songs.

During their doctoral studies, the respondents had the opportunity to engage in discourse and become members of different affinity groups such as their cohort, doctoral students at a specific university, a dissertation writing support group, teachers within their district, and family members. All of which affirmed their D-Identities as a leader, hard-working teacher, mom, learner, colleague, etc. Three of the respondents noted that

during their doctoral studies, they encountered both positive and negative dialogue with faculty members, which greatly affected their N-, I-, D-, and A-Identities.

John noted that he did not fully receive support from the doctoral program because he was not a full time student. This lack of support may have affected his I-Identity (doctoral student) and A-Identity (belonging to a cohort). Amy, Sarah, and Angela each experienced conflict with a professor in their respective doctoral programs. Entering into the program, they had experienced success with their I-Identities as teacher, counselor, mentor, or teacher leader. However, their performance was judged by professors within their doctoral programs: spoken to harshly, given back an assignment that contained harsh remarks, or treated with prejudice and disrespect, which impacted their N-, I-, D-, and A-Identities. The respondents were confident learners; however, after the interaction(s) they were left with confusion over the negative recognition they received from their professor. Two respondents felt de-valued by the insensitive remarks. It affected Angela's N-, I-, and D-Identities because the advisor demonstrated prejudice towards her, which impacted her sense of being an African American woman and graduate student. For Amy the negative words also impacted her N-Identity: "For 40 years I had thought that I was smart" as well as her I-Identity as a doctoral student adhering to the writing requirements determined by the institution. For Sarah, the interaction with the professor affected her I-Identity (literacy teacher) and A-Identity as the professor stated in a faculty meeting that teachers like Sarah should not be allowed in the doctoral program.

The respondents experienced support from their peers and with faculty members. John and Angela each initiated a doctoral writing support group which helped to support the I-Identities of these doctoral students.

Angela, Amy, and Sarah each noted a positive interaction with a specific advisor. The advisor was a mentor, speaking words of affirmation and guidance. The positive interaction sustained their I-identities as a doctoral student, and their D-Identities as smart, humorous, and knowledgeable. For Angela, the new advisor also confirmed her N-Identities, when she was ecstatic that her advisor was a woman of color.

As the respondents transitioned into higher education, they had the opportunity to join different memberships, such as serving on a committee or collaborating on a research project. John was a member of the PDS and later a Professional Learning School (PLS). He felt closer to the teachers in the PLS than he did to the faculty at the university. Amy was part of a research group that successfully presented their research findings at two conferences. These affinity groups affirmed and encouraged their identity as a teacher educator. Angela developed a strong relationship with her university and the education department. She did not want to be anywhere else but working at her university as a teacher educator. Likewise, Sarah noted her deep satisfaction in being a part of a specific university. She was ecstatic when she landed the graduate job at her university and had the opportunity to work with wonderful faculty.

The respondents noted some challenges when transitioning into higher education. Three noted that politics was an issue on their university campuses. Sarah and John explained that discourse and collaboration between some individuals who wanted power was difficult to maintain. Their D-identities of expert, confident leader was challenged

by individuals who did not want to consider professional knowledge that came from K-12. Amy and Angela experienced a lack of support when they first entered the academy which affected their I-, A-Identities. Furthermore, Amy observed that there was not as much collaboration and at times she felt a little isolated. The politics of the school stalled the support she needed. Her interactions with the faculty made her feel young even though she was a veteran teacher. As part of her D-Identities, she felt like a novice again. Her support came from a friend and colleague in the same department. Amy regained her sense of confidence and was soon involved in leadership position (I-, D-, A-Identities).

The section has illuminated the way the respondents I-, D-, and A-Identities have formed and shifted throughout their educational experiences. The respondents' identities have influenced who they are, their perspective as teachers, how they respond to students, and how they plan their instruction. The respondents wanted to be recognized as supportive and caring teacher educators who made an impact on students of all ages. Their identities shifted through interactions with institutional context, discourse and affinity groups. Within the educational experiences, the respondents had the opportunity to grow and develop, to support and be supported, to be recognized and affirmed in their development as a teacher educator.

Problem Statement

A return to the problem statement examines the results of this study as they relate to the overall purpose of this inquiry. Respondents entered higher education with disciplinary knowledge as well as pedagogical content knowledge for K-12. In addition, Angela developed disciplinary knowledge of statistics and research methodologies as a result of the educational research job. The four respondents described their professional

identity similarly in four ways. First, their professional identity as a teacher educator did not change as they transitioned into higher education. Rather, it shifted as they moved into their different roles and responsibilities in the university. Their teacher identity was still part of their professional identity. Moreover, part of their professional identity was to connect with students and understand the impact that they had on students and their learning. Finally, their beliefs about teaching and learning had not changed when they transitioned into higher education. However, their beliefs influenced the way they fostered their professional identity as teacher educators.

Angela noted her identity had been a gradual development. Throughout each transition in her career, her core identity stayed a teacher but shifted as the students changed. Encountering new roles and responsibilities helped her core identity shift in order to accommodate her new job assignment. Angela stated that there are similarities between the roles of K-12 and being a professor in higher education. There are different responsibilities and a different audience, but the core identity was not that different from what she experienced in K-12. She posited that the professional identity in K-12 actually becomes the foundation for the development of a professional identity as a teacher educator.

When Angela transitioned into higher education, she quickly realized that as a teacher educator, she could multiply her influence and impact students through their teachers. As she was working with the teacher candidates, she noted that she was developing her professional identity. She was learning with them. Moreover, she explained that her beliefs have not changed as a teacher educator. While working with future teachers, she believes that one needs to make the learning relevant, connect it to

them, their lives, and what their interests are. They need to have an understanding of why it is important. Angela believes that teaching is one of the most important jobs in the world, and she wants to help her teacher candidates understand the impact they will have on the life of a student.

John explained that a “strong part” of his professional identity always resonated with teacher, as well as creativity and music. Part of his professional identity became researcher when he transitioned into the graduate program, the doctoral program, and then in the first three years of his career as a teacher educator. When he got tenure, he didn’t need to do research anymore. He just kept getting stronger and stronger as a teacher educator.

As a beginning teacher educator, his roles and responsibilities were leading the school university partnership and teaching courses at the PDS. During this time, he recognized his identity as a leader. However, his professional identity as a teacher educator shifted when he began reading and studying adult learning and honing his pedagogy. As a teacher educator, he was able to articulate his teaching philosophy in scholarly theoretical terms, because he had learned about education and had connected it to his practice in graduate school. He did not do “stand and deliver,” but rather he made sure there were student discussions and activities to reinforce the concepts. He also shared some of his teaching stories. John believed that teaching and learning should include the arts and music. Moreover, he believed that he had a responsibility to facilitate learning in a respectful manner that encouraged teacher candidates to think about how they could make a difference in society.

Amy saw her professional identity as a leader and guide and as a teacher educator. She explained that the responsibilities in higher education were teaching, service, and scholarship. At her university, teaching was number one. She noted the importance of all three of those things as a professor. However, she did not put as much weight into the scholarship only because she was more of an action-research person. She would rather use research to understand an issue and see if it worked. She wanted to learn through her research, but she did not want to write up the literature review.

Amy explained that her professional identity had recently shifted. She realized that her whole career has been giving back to teaching, and it made her think of the bigger impact she has on education. As a teacher educator, she is training a teacher candidate who will have 20 kids every year for 20-plus years. She realizes the impact she is having on education, and she wants the teacher candidates to understand the impact they will have on students. Amy's beliefs about teaching and learning have not changed. She continues to use the gradual release model. This model has worked for her as a teacher educator, and she believes it works for kids as well. Amy believes that learning should be fun and she strives to model the enjoyment of learning in every class.

Sarah explained that her perceptions about her professional identity as a teacher also had not changed. She was still a teacher. She never wanted to be an administrator; she always wanted to teach. She stated that a person needs to be true to herself and reflect on who she has been as an educator. A person should not have to change who he or she is as an educator in order to be a teacher educator. The only thing that had shifted was who she was teaching. She made an effort to get to know the students and support them by creating a safe environment, believing that only then can real learning take place.

Sarah noted that part of her professional identity was to build a relationship with the students and extend care and concern in meeting their needs. She noted, “If we do not know our students, then we have done a disservice to them.”

Sarah noted that her beliefs have not changed in 38 years. She does not do lectures but rather has rich discussions. She also shares her “teacher stories” to illustrate the application of theory for the teacher candidates. Candidates have told Sarah that they remember her stories and that helps them in the classroom. She believes that she needs to scaffold and support her students whether they are 6 or 26. In her courses, she has the students learn theory, then apply it in practice. Sarah observes that her beliefs are solid and they make a difference in the way she teaches.

Recommendations for Future Research

The recommendations in this section reflect further related study topics for individuals working within the teacher education arena. One topic to study would be new teacher educators who have a minimum of five years’ experience teaching in K-12 and have taught 1-3 years in the university. In what ways are new teacher educators developing their professional identity? In what way is their approach to teaching influenced by their personal history? Questions about personal history might include teaching background, experiences, and influences of institutions (Hoffman Kipp, 2008; Lunenberg & Hamilton, 2008). How have their prior K-12 experiences played a role in the way they understand their beliefs about teaching and learning? How have they come to understand adult learning and development? In what ways are new teacher educators navigating their institutional context? In what ways are they supported within their department with regard to their roles and responsibilities as a teacher educator? What are

the challenges as they fulfill their roles and responsibilities as a teacher educator? One possible means of data collection would be completion of a digital questionnaire regarding different aspects of their professional identity before the semi-structured interview(s) are conducted.

Administration at the university level (department chairs and deans of colleges of education) could offer a different viewpoint on the transition of new teacher educators into the academy. In what ways are new university-based teacher educators being supported with regard to professional development? Mentoring? Research? Understanding their roles and responsibilities as a teacher educator? Procedures for retention and tenure?

In addition, members of the faculty who mentor new teacher educators might also serve as an area of study. Research could center on how they view their role in supporting new teacher educators. In what ways have they supported novice teacher educators? Based on their experience, what are the challenges in mentoring a new teacher educator? What are the benefits of working with a novice teacher educator?

Recommendations for Stakeholders in Education

The results of this study led to several recommendations for the stakeholders who are involved within the public school and higher education arenas. The recommendations are organized into four sections. The first section includes recommendations for individuals pursuing their doctorate. The second section provides recommendations for individuals contemplating working in higher education. The third section offers recommendations for new teacher educators navigating their new roles and

responsibilities in the university. The fourth section provides recommendations for educators, faculty, department chairs, and deans of colleges of education.

Advice from Respondents to Individuals Earning a Doctoral Degree in

Education. As an individual pursues personal educational goals, it is important to remember to enjoy the process of learning and realize that academic and personal growth requires honest reflection and the courage to step out of one's comfort zone. One respondent stated that it is important as a classroom teacher to share one's educational journey with the students. In this way, the teacher models the significance of setting and meeting educational goals and the importance of being a lifelong learner.

During the interviews, the respondents identified a wide net of support that encouraged and helped them progress through their doctoral studies: colleagues, administrators, professors, family and friends. Therefore, it is recommended that a doctoral student find people who support his or her goals and commitment in earning the degree. While going through the doctoral program, the respondents identified individuals who advised and mentored them through the process. It is essential that a doctoral student find an advisor who unequivocally supports him or her through the doctoral program and has his or her best interest at heart. Based on the challenges the respondents experienced in their doctoral programs, two recommendations can be made. First, doctoral students may feel that their writing is being harshly critiqued. Writing at the doctoral level requires a different rigor of writing and the student may need to learn and adjust to this while writing the dissertation. As a doctoral student, students can consider and make changes in the areas that need improvement, but they should not let the negative words defeat them. Moreover, it is imperative that doctoral students find a

writing support group that helps navigate the dissertation writing after the course work is done. If there is not one available, then students can use the example of two of the respondents and start one.

Advice from Respondents to Individuals Who Are Contemplating Working in Higher Education. The following recommendations are to help a person consider the financial aspects and responsibilities of teaching in higher education. First, it is recommended to research the different employment opportunities at the university in order to make informed decisions. An individual should also investigate to see whether he or she is philosophically aligned with the institution. Moreover, it is important to understand that there may be financial sacrifice, because the years taught in public education do not transfer over to the university. In all probability, a new teacher educator starts as an assistant professor and then works up to six years to earn tenure and advancement.

Another recommendation is to identify the motives for leaving K-12. Generally speaking, the roles and responsibilities in teacher education are rigorous, so teachers should carefully consider their decision. The respondents advised that a teacher should not go into higher education if he or she believes their only obligation will be to show up for two days, teach two courses, and attend some meetings. Moreover, a teacher educator's schedule is different from that of a typical classroom teacher (e.g., traveling distances to teach classes, evening courses, etc.).

Advice from Respondents to Individuals Who Are New Teacher Educators. As a new university-based teacher educator, it is important to connect with colleagues and build relationships. It is important to immerse in the institution and volunteer to be

on a university-wide committee that is not too time-consuming. In this way, a new teacher educator can connect with people across the campus. Moreover, respondents noted that one of their challenges as a new teacher educator was the lack of support in understanding the specific roles and responsibilities of being a teacher educator.

Therefore, it is important to ask for help. It is imperative to find a mentor for support and help in fulfilling the responsibilities of the department and institution. New teacher educators may find it beneficial to research with a mentor or collaborative community that can provide the support in the research process while one is acclimating to the culture of higher education. Since teaching in higher education is different from teaching in K-12, it is strongly recommended to attend professional development and learn about teaching in higher education. Furthermore, new academics need to make time to stay abreast of the current theory and research on K-12 pedagogy, so they will be an expert for their teacher candidates. In addition, they should have the mindset of being a lifelong learner, learning from experience, research, and from their students.

The following recommendations are to help new teacher educators develop an open relationship with adult learners. The respondents in this study recommended that new teacher educators think about the affective side of education. They should be committed to the teacher candidates, supporting them and helping them to reach their goal to become a teacher. This requires servicing the whole person (not just focusing on the content knowledge) by developing a rapport, connecting with students, encouraging and counseling students. It is important to understand that some teacher candidates are still in the process of developing and maturing as students.

Recommendations for Educators, Faculty, Department Chairs, and Deans of Colleges of Education. Recommendations are made for the faculty and administration within the teacher education department based upon the research work of Dinkleman et al. (2006a, 2006b), Lunenberg and Hamilton (2008), Carrillo and Baguley (2009), and Swennen et al., (2009), Goodwin and Kosnik (2013), and Olsen and Buchanan (2017). The following recommendations address mentoring and training, research, and a lighter teaching load to further support new university-based teacher educators' transition into higher education.

It is strongly recommended that faculty and administration within the teacher education department support new teacher educators through an induction to teacher education that extends the initial introductory orientation of the university. First, the department could make available sustained mentoring sessions from senior academics and offer opportunities for new teacher educators to observe lessons from more experienced academics in their field. Second, the department could provide training and course work in teacher education that helps novice academics to understand their roles and responsibilities as teacher educators. Third, the faculty could provide continuing support for new teacher educators who are on a tenure track.

A recommendation is made to faculty and administration within the teacher education department to incorporate a more deliberate staff development for new teacher educators regarding pedagogy and research practices. Novice academics need encouragement and support as they begin a systematic inquiry into teacher education practices as well as their own practices. Furthermore, faculty and administration could

offer opportunities for new academics to work collaboratively with colleagues in teaching and research.

The final recommendation for faculty and administration within the teacher education department is to provide time (during the first three years) for the new teacher educators to develop professionally into their new roles and responsibilities. With a lighter teaching load, new teacher educators would have time for personal reflection and systematic inquiry into their teaching practices and their research ventures. During this time of transition, it would also be helpful for the department to develop a forum to create conversations in which new academics could discuss ideas about education and personal aspects of their transition as they develop new perspectives of what it means to be a teacher educator. In addition, they would have the opportunity to discuss their beliefs about teaching and learning and how their beliefs inform their practice.

In conclusion, the recommendations for new teacher educators indicate that transition into higher education requires strategic planning and inquiry to secure support from colleagues, to understand the roles and responsibilities of a teacher educator, and to develop a working relationship with adult learners. Furthermore, recommendations for the faculty and administration for teacher education suggest that more explicit training and mentoring are necessary for the new academics to feel supported and less isolated as they acclimate and develop professionally in the university context.

However, amidst all of the responsibilities of a teacher educator, the one responsibility that significantly impacts education is the way in which teacher educators teach, mentor, and encourage teacher candidates. It is through future classroom teachers that teacher educators will eventually impact the K-12 students. Therefore, it is

important that teacher education collaborate and provide sustained training, mentoring, and support for new teacher educators. Through the added support, new teacher educators will in turn be prepared to assume the roles and responsibilities needed as they prepare the next generation of teachers.

This Researcher's Reflection

For the respondents in the study, the journey to becoming a teacher educator has been full of opportunities to learn, develop, grow, mentor, and collaborate. As with life, they experienced challenges throughout their career, but they rose above those challenges, persevered, and used them as stepping stones for the next opportunity of growth. They all felt a sense of accomplishment in working with K-12 students and their colleagues. They spoke of the joy of teaching and that being a teacher was core to their identity. Moving into their doctoral studies, they had many opportunities to learn and grow academically, to expand their thinking as a scholar, and to work collaboratively with their peers.

Becoming a teacher educator was a gradual process for the respondents. The world of academia was a much different place than the K-12 arena. The responsibilities, roles, and duties of a teacher educator required more sophisticated thinking, problem-solving, and planning. Teaching was more complex and required explicit content and pedagogical knowledge. As they took on the roles and responsibilities established by their universities, honed their pedagogy, worked with and supported teacher candidates, their professional identity shifted into that of a teacher educator. The respondents stated that they enjoyed teaching at the university and found it fulfilling and gratifying to have

the opportunity to impact the lives of pre-service and graduate students as well as future K-12 classroom students.

Based on the respondents' experiences, the transition from K-12 to higher education requires that a novice teacher educator takes initiative and is diligent in seeking support, has an understanding that politics is on a higher plane in the academy, and develops andragogy that supports adult learning.

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APPENDIX A. REQUEST FOR PARTICIPATION

Dear Professor,

My name is Patricia Burgess and I am a doctoral candidate at the University of the Pacific in Stockton working on my dissertation research. The purpose of this study is to understand the beliefs, perceptions, understandings, and the experiences of university-based teacher educators who have transitioned into higher education, specifically in Schools and Colleges of Education. Specifically, I am interested in learning how university-based teacher educators, who once taught elementary grades, have come to:

- understand and describe their professional identity within the context of higher education;
- describe and explain their reasons for becoming a university-based teacher educator;
- to articulate the ways in which their previous teaching experiences have been relevant to their roles and responsibilities as university-based teacher educators;
- identify the challenges and professional support experienced during their transition into higher education; and
- understand their beliefs about teaching and learning within the context of higher education.

I am hoping you will consider participating in this study. It would require taking part in two recorded interviews conducted via phone, email, in person (you would receive

the questions ahead of time) and responding to journal entry prompts documenting your perceptions and experiences during your transition into higher education. If you taught at the elementary level prior to receiving a doctorate and are interested in being a participant in this study, please contact me at the email address listed below or call me. I will be happy to answer any questions that you may have about the study. Thank you.

Sincerely,

Patricia Burgess

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Benerd School of Education

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APPENDIX B. HUMAN SUBJECTS CONSENT TO PARTICIPATE FORM

Title of Project: Formation of Professional Identity: Elementary Teachers Who Transition to University-Based Teacher Education

You are invited to participate in a research study which will investigate how university-based teacher educators, who once taught primary prior to earning a doctorate, have come to understand and describe their professional identity as beginning teacher educators. Specifically, exploring how their experiences and teaching identity are relevant to their roles and identity as teacher educators; identifying the challenges and support experienced as they transition into higher education; and, understanding their beliefs about teaching and learning within the context of higher education.

My name is Patricia Burgess. I am a doctoral candidate at University of the Pacific, Benerd School of Education in the Department of Curriculum and Instruction, and this research study is my doctoral dissertation. You were selected as a possible participant in this study because you taught elementary prior to receiving a doctorate and now work or have worked in university-based teacher education.

If you decide to participate, you will be asked to take part in two standardized open-ended interviews, in which questions are carefully and fully worded before the interview. With your permission, you will be audio recorded during the two interviews. Each interview will last approximately 60 to 90 minutes. Prior to the first interview, four background questions will be asked via email which will take approximately 30 minutes. You will receive copies of the interview transcriptions to read and will have the

opportunity to provide feedback. Lastly, you will have the opportunity to respond to two journal entries, documenting your perceptions and experiences during your transition into higher education. The time needed to complete the two journal entries will be approximately two hours. The maximum total time a subject may spend on this research study will be 6 hours to 7 hours based on the individual.

Risks for participation in this study are minimal. First, there may be psychological risk during interviews due to anxiety of being interviewed. Therefore, you may skip any questions during the interviews. Secondly, there will be a minimal loss of confidentiality since the study will use digital voice recording of data. Any information that is obtained in connection with this study, and can be identified with you will remain confidential, and will be disclosed only with your permission. Pseudonyms will be used in the text of this study, (e.g., notes, transcription of interviews, and reporting of results) to guard against inappropriate disclosure of your identity. Furthermore, all digital files will be stored on a password protected computer, and all printed data will be stored in a locked home safe. Three years following the termination of the study, the digital files will be deleted and the printed data including the consent form and your contact information will be shredded.

The expected benefits associated with your participation are having the opportunity to share your thoughts and ideas, express your opinions and gain insight into your induction into higher education. This study will serve as a contribution to the body of research on the ways university-based teacher educators, who once taught elementary grades prior to receiving their doctorate, understand and describe their professional identity as they transition into university-based teacher education. Findings from an

analysis of the collected data may contribute to a greater understanding of the reasons university-based teacher educators, who once taught elementary grade students, give for choosing to teaching at the university level, and how the transition has influenced their identity as teacher educators. Lastly, the study may provide direction for informing policies that aim to improve teacher education through professional development specific to the context of higher education.

Your participation is entirely voluntary and your decision whether or not to participate will incline no penalty or loss of benefits to which you are otherwise entitled. If you decide to participate, you are free to discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

If you have any questions about the research at any time, please feel free to contact me:

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Dr. Thomas Nelson is my dissertation chair and faculty advisor, and you are free to contact him as well:

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If you have any questions about your rights as a participant in a research project or in the event of a research-related injury, please call the Graduate School Office, University of the Pacific (209) 946-7716. You will be offered a copy of this form to keep.

Your signature below indicates that you have read and understand the information provided above; that you willingly agree to participate; that you may withdraw your consent at any time and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled; that you will receive a copy of this form; and that you are not waving any legal claims, rights, or remedies.

Signature of the Participant

Date

APPENDIX C. INTERVIEW PROTOCOLS

The inquiry required protocol for two types of data collection procedures: (a) in-depth, open-ended interviews; and (b) journal entries. Within this section, I described the contexts and protocol for each type of data collection.

In-Depth, Open-Ended Interviews with Individuals

I conducted individual interviews with four university-based teacher educators who taught elementary grades prior to earning their doctorate. I interviewed each participant two times. The open-ended protocol was designed to inquire into the ways university-based teacher educators understood and described their professional identity as they began their journey into teacher education. In addition to the open-ended interviews, I asked the participants to respond to four background questions via email.

Individual interviews were conducted in a location convenient for the participants. During the first interview, I introduced the study and began a series of questions that inquired about their personal motives for becoming a university-based teacher educator and their understanding of how their previous teaching experiences and identity as elementary teachers were relevant to their roles and identity as teacher educators. Lastly, I asked probing questions about their perceptions and feelings regarding the challenges and support as they transitioned from teaching elementary to working in university-based teacher education.

I used the second interview to discuss ways in which university-based teacher educators, who taught elementary prior to receiving their doctorate, came to understand their beliefs about teaching and learning within the context of university-based teacher education.

Introduction to Individual Interviews

As you know, I'm conducting a study of the ways university-based teacher educators who were once elementary teachers come to understand and describe their professional identity as teacher educators. Specifically, I am interested in your reasons and motives for leaving K-12 teaching to work in university-based teacher education. I'm grateful that you've volunteered to participate in my study, and I'd like to ask you a few open-ended questions.

Please feel free to add your thoughts about related topics if you think that will help me to understand the development of your professional identity as a university-based teacher educator. I may ask you to go in depth into an area that seems especially relevant to the study. Do you have any questions before we begin?

Background Questions Communicated Through Email

A-1 How many years did you teach elementary? How many years have you taught in teacher education?

A-2 What courses are you currently teaching?

A-3 When did you begin thinking about earning a doctorate? What kinds of academic experiences did you anticipate as a future doctoral student?

A-4 Describe your reasons for earning a doctorate. What did you hope to gain by earning a doctoral degree?

Individual Interview Questions: Session One

First, thank you for sending the responses regarding the background questions.

The first set of questions I have for you are about your transition into higher education.

B-1 Tell me about your journey that brought you to teacher education.

B-2 Tell me about your roles and responsibilities as an elementary grade teacher.

B-3 How did these roles and responsibilities affect your view of your professional identity as an elementary teacher?

B-4 Tell me about your reasons and motivation for leaving the elementary classroom.

B-5 What do you know about yourself as a learner? How did your thinking about learning shift as you entered the doctoral program?

B-6 In what ways were you supported as a doctoral student?

B-7 In the field of K-12 education, how would you describe your professional identity as an elementary teacher?

B-8 How would you describe your professional identity as a doctoral student?

Now I would like you to tell me about your beginning experiences as a teacher educator.

I'm especially interested in learning about the challenges and support you experienced as you transitioned from teaching elementary to working within the community of higher education.

C-1 Tell me about your experience as a beginning university-based teacher educator.

C-2 Describe the successes you experienced in transitioning from teaching elementary grades to teaching in teacher education.

C-3 What were the major challenges in transiting from teaching elementary grade students to teaching in teacher education?

C-4 In what ways were you supported as a beginning university-based teacher educator?

C-5 How did the support you receive affect your professional identity as a teacher educator?

The last set of questions for this interview will deal with your roles and responsibilities as a beginning teacher educator. You will also be asked how your previous teaching experiences as an elementary teacher are relevant to your new roles and identity as a university-based teacher educator.

D-1 What were your roles and responsibilities as a beginning university-based teacher educator?

D-2 In what ways have your elementary teaching experiences been relevant to your roles and identity as a teacher educator?

D-3 How did your roles and responsibilities as a beginning university-based teacher educator affect your professional identity?

D-4 Is there anything else you would like to share with me?

Individual Interview Questions: Session Two

As you know, I am interested in the ways university-based teacher educators who once taught elementary grades understand and describe their professional identity as beginning teacher educators. During session two, I have some questions for you regarding your beliefs about learning and teaching experiences in higher education. I am so grateful that you have volunteered to participate in the study. Please feel free to add your thoughts about related topics if you think that will help me to understand the development of your professional identity as a beginning university-based teacher educator.

E-1 As you transitioned into teacher education, what were your assumptions about pedagogical practices at the university level?

E-2 Please discuss the ways your beliefs about learning and teaching have changed since you became a teacher educator.

E-3 How would you describe your current understanding of pedagogical practices in higher education?

E-4 How do you know when teacher candidates are successfully learning?

E-5 In what ways have your perceptions changed about your professional identity as a beginning teacher educator?

E-6 Of all the things discussed, which are the keys to understanding the professional identity of new teacher educators who once taught elementary grades prior to receiving their doctorate?

E-7 If you could pass along advice to an elementary teacher who is considering teaching at the university level, what three things would you share to help him or her transition smoothly into their new position?

E-8 What are your philosophical orientations as a university-based teacher educator (essentialism, perennialism, progressivism, social reconstructionists, existentialism).

Please think of a metaphor that best describes your teaching philosophy and explain why you chose that metaphor.

E-9 Is there anything else you would like to share with me?

APPENDIX D. JOURNAL ENTRY PROTOCOLS

Journal Entries

I asked the participants in the study to respond to two journal entries. For the first entry, the respondents wrote their narrative describing their journey as an elementary teacher to becoming a teacher educator. The first journal entry was sent to the respondents before the first open-ended interview. The second journal entry entailed identifying two major challenges and two ways of support experienced in the transition to higher education. The respondents were encouraged to organize their experiences including a character, plot, and resolution. The second journal entry was sent to the participants after the first interview.

Introduction to Journal Entries

As you know, I'm conducting a study of the way university-based teacher educators who were once elementary teachers come to understand and describe their professional identity as beginning teacher educators. Specifically, I am interested in learning about the challenges and support you experienced in your transition from elementary to teacher education as told through your personal narrative. I believe narratives are powerful. By documenting your stories, I will honor the lives and voices of the participants portrayed in the narrative. I was wondering if you would be willing to address a few writing prompts about your experiences as you transitioned from an elementary teacher to a teacher educator? I truly value your time and want to express my sincere gratitude for your valuable contribution to this study. Please feel free to add your

thoughts about related topics if you think that will help me to understand the transition from teaching in an elementary classroom to working in teacher education.

Journal Entries One and Two:

J-1 Please write a narrative about your transition from elementary to university-based teacher education in which you feel is relevant to the understanding of your professional identity.

J-2 First, please identify two major challenges you faced during your transition to higher education. For each challenge, please identify the situation or task, how you approached the challenge and the results. Second, please identify two ways you felt supported during your transition to higher education. Please describe the context, situation or task, the manner of support, and the ways in which you benefitted from the support. Third, in your opinion, what other ways would you have liked to have been supported during your transition into university-based teacher education?

Summary of Protocol for the Proposed Study

In the narrative study, Formation of Professional Identity: Elementary Teachers Who Transition to University-Based Teacher Education data was collected using in-depth, open-ended interviews and journal entries. The researcher respectfully listened with the purpose of understanding their lived experiences (Creswell, 2005) and valued the respondents' perspectives and beliefs. There were opportunities to probe more deeply into exceptionally rich areas of discussion regarding the ways university-based teacher educators, who were once elementary teachers, come to understand their professional identity as they transitioned into university-based teacher education.